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ABSTRACT

Descriptions of characteristics of entering freshmen are useful in identifying an important segment of the university population and in detecting changing trends and attitudes that could significantly affect the functions of the university. In a survey of freshmen at SUNY/Buffalo, results indicated that: entering freshmen are extremely optimistic in their expectations of the institution. They were enthusiastic about attending and expected their faculty and administrators to be bright, fair, and able to communicate their skills and knowledge to the students; they were nearly unanimous in their intentions of obtaining a bachelors degree, and a great many intended to obtain graduate degrees; when grouped by majors, noticeable differences were apparent among students in their certainty about major field choices, reasons for the choices, degree plans, attitudes about college attendance, and expectations of faculty and administrators. Much of the data are given in tables and include narration. (Author/MSE)

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# college student perceptions

## 1975 FRESHMEN

## ACADEMIC AND CAREER ATTITUDES AND EXPECTATIONS

Student Testing and Research, Division of Student Affairs

STATE UNIVERSITY OF NEW YORK AT BUFFALO

HE 008 689

# COLLEGE STUDENT PERCEPTIONS

## 1975 FRESHMEN

## Academic and Career Attitudes and Expectations

H. William Coles III

Student Testing and Research
Division of Student Affairs
State University of New York at Buffalo

October 1976

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## FOREWORD

Student Testing and Research, of the Division of Student Affairs, State University of New York at Buffalo (SUNY/B), conducts research to evaluate the impact of SUNY/B on the personal, social, intellectual, and professional development of its students.[1] The primary source of such information is, of course, the students. Incoming freshmen provide valuable information regarding their initial plans, expectations, and choices - information necessary for any program or system evaluation, yet quite susceptible to distortion if collected at a later date. Descriptions of characteristics of entering freshmen are useful in identifying an important segment of the university population and in detecting changing trends and attitudes that could significantly affect the functions of the university.

The present study is the second in the COLLEGE STUDENT PERCEPTION series.

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[1] A list of reports of this research, with a brief description of their contents, is available upon request from Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214.

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# CHAPTER I

## METHOD

The population of interest for this study is the group of 2,538[1] young men and women who entered the State University of New York at Buffalo (SUNY/B) as full-time freshmen in the Fall semester of 1975.

### SAMPLE

All the incoming freshmen were invited to attend one of the eleven conferences of the 1975 Summer Orientation Program. Two conferences were conducted each week from June 25 to August 1, 1975; one from noon Sunday to 11:00 A.M. Tuesday, the other from noon Wednesday to 11:00 A.M. Friday. Freshmen attended in order to familiarize themselves with the facilities and services of the university, to plan their academic programs and register for courses in the Fall, and to meet other students. A questionnaire was administered by Student Testing and Research of the Division of Student Affairs on the first day of each conference; 1,951 freshmen, 77 percent of the population, completed usable questionnaires and constitute the sample upon which this report is based.

The chi-square test shows that the distribution of the 1,951 students in the sample by admissions group[2] and sex differed significantly from the admissions group/sex distribution of the population from which they were drawn, $\chi^2$ (1) = 13.12, $p < .001$ (Table 1.1). Although similar proportions

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[1] An additional 141 students entered the University through the Hospital Nursing Program and did not attend the Summer Orientation Program.

[2] Students are admitted to the University either through the Educational Opportunity Program (EOP) or through regular admissions procedures. The Educational Opportunity Program (EOP) was initiated in 1968 to give special educational opportunities to students with academic deficiencies related to social and economic conditions.

of men and women returned usable questionnaires (75 and 80 percent, respectively), proportionately more regular admissions students than EOP students did so (79 and 62 percent, respectively). A large portion of the incoming freshmen in the EOP program (38 percent) either did not attend an orientation program or did not complete a questionnaire.

Table 1.1 Population and Sample: By Sex and Admissions Groups

| ADMISSIONS GROUP | Population[a] | | | | | | Sample | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Men | | Women | | Total | | Men | | Women | | Total | |
| | N | %[b] | N | %[b] | N | %[b] | N | %[c] | N | %[c] | N | %[c] |
| Regular Admissions (RA) | 1299 | 51 | 931 | 37 | 2230 | 88 | 998 | 77 | 762 | 82 | 1760 | 79 |
| Educational Opportunity Program (EOP) | 164 | 6 | 144 | 6 | 308 | 12 | 93 | 57 | 98 | 68 | 191 | 62 |
| TOTAL | 1463 | 58 | 1075 | 42 | 2538 | 100 | 1091 | 75 | 860 | 80 | 1951 | 77 |

[a] Data on the population (the full-time freshmen entering SUNY/B in the Fall Semester of 1975) was provided by the Office of Admissions and Records at SUNY/B.

[b] This percent is the ratio of the number in each admissions group/sex cell to the total population, e.g. men in the regular admissions program constitute 51 percent (1299/2538) of the population.

[c] This percent is the ratio of the number in each admissions group/sex cell in the sample to the number in the corresponding cell in the population, e.g. 77 percent (598/1299) of the men in the regular admissions group are included in the sample.

## THE QUESTIONNAIRE

The 1975 COLLEGE STUDENT PERCEPTIONS SURVEY (CSPS) consists of 295 multiple choice items. The present report is based on 49 of the items, those concerning: major field choice, degree plans, educational expectations, and characteristics of expected careers. Topics to be reported at a later date include high school experiences, family relationships, activities and interpersonal relations, problem areas, drug use, self-assessments regarding abilities and attributes, expectations of college, and career choice.

## DATA ANALYSIS

Responses to each item used from the 1975 CSPS were examined for significant differences, at the .01 level of confidence, between (1) men's and women's

responses and (2) regular admissions and EOP students' responses, and among (3) the responses of students by the seven Faculties representing their chosen major and a category representing responses of those undecided about a major. Chi-square statistics were calculated for items with categorical responses (where expected cell frequency was greater than 5), and *t* tests or analysis of variance techniques were employed with items answered on a continuum. The method of analysis and the statistically significant differences are reported in the tables and, where appropriate, in the text.

At least 99 percent of the sample responded to each item included in this study.

## PRESENTATION OF THE DATA

Tables are included to provide information additional to that in the text. Data are presented in tables and figures in three ways: frequencies, percentages, and/or means. Means of the response options are calculated by assigning the number 1 to the most negative response option, 2 to the next most negative, etc..

The following symbols and abbreviations are used in the tables:

| | |
|---|---|
| Mn | Men |
| Wn | Women |
| RA | Regular Admission Programs |
| EOP | Educational Opportunity Program |
| N | Number of cases |
| % | Percent |
| T | Total |
| M | Mean |
| SD | Standard Deviation. |

In tables with mutually exclusive entries, some columns of percents may not add to 100 due to non-response and/or rounding error. The method of comparison employed (if any) and significant differences are reported in the tables.

In the text, differences are termed "significant" when determined so by statistical tests. Where differences appear, but are not statistically determined, they are termed "notable" or "noticeable." The terms "respondents," "freshmen," "students," and "sample" are used interchangeably. The word

faculty, when capitalized, refers to one of the seven interdisciplinary Faculties at SUNY/B or the School of Management; when not capitalized, it refers to teaching staff at the university.

In this report, majors included in the Faculty of Educational Studies (Appendix A.1) are: Business Education, Elementary Education, Physical Education, and Science Education. Majors in Art and Music Education are included in the Faculty of Arts and Letters. Health Science Education majors are included in the Faculty of Health Sciences.

In many sections of the questionnaire, students were instructed to use a designated response scale in responding to each of a list of related statements or expressions. When the information from these sections is reported in the study, the response options available to the students are noted in script; the statements or phrases to which the students responded are noted by capitalization of the first letter in the first word of the statement.

Proportions, such as one-third and three-quarters, are used for simplicity and convenience. They are sometimes approximations, but are always within two percent of the actual percents shown in the tables unless qualified.

# CHAPTER II

# MAJOR FIELD CHOICE

Information was elicited about the freshmen's major field choices, the certainty of these decisions, and the reasons for the choices.

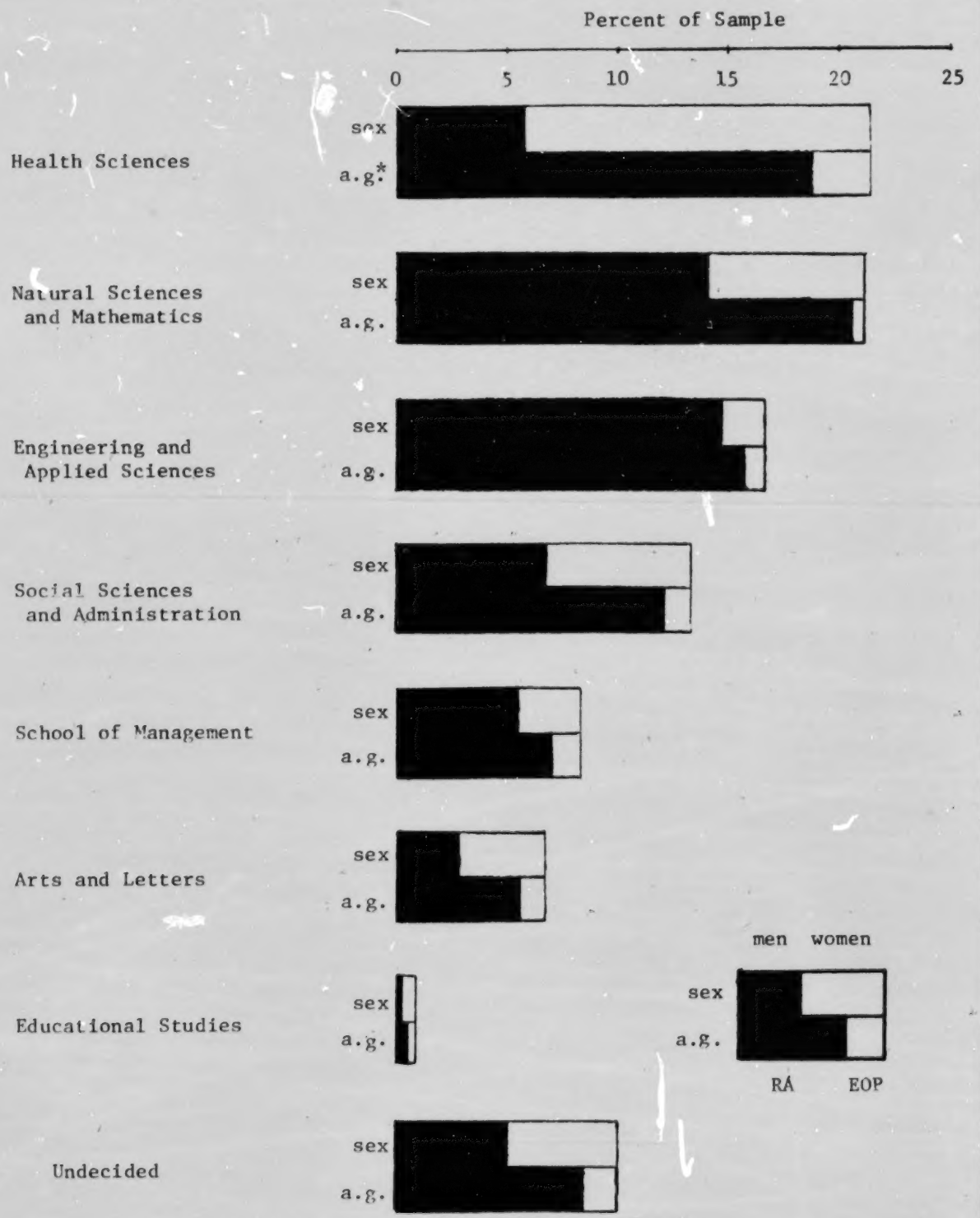
## CHOICE OF MAJOR

From a list of 45 major field choices available at SUNY/B, the freshmen indicated the major that they were most likely to choose as their undergraduate major field. Options were also provided for students to indicate that they desired a special (individualized) major or that they were undecided as to their major choice. The choices indicated were unevenly distributed among SUNY/B's seven undergraduate Faculties (Table 2.1 and Figure 2.1): Health Sciences (21 percent), Natural Sciences and Mathematics (21 percent), Engineering and Applied Sciences (17 percent), Social Sciences and Administration (13 percent), School of Management (8 percent), Arts and Letters (7 percent), and Educational Studies (1 percent).

The major fields chosen by men were more evenly distributed across Faculties than those chosen by women. Half of the men chose Engineering and Applied Sciences (27 percent) or Natural Sciences and Mathematics (25 percent). Social Sciences and Administration, Health Sciences, and Management were each chosen by a tenth of the men. Fewer chose Arts and Letters (5 percent) or Educational Studies (1 percent). A third of the women chose Health Sciences. Natural Sciences and Mathematics and Social Sciences and Administration were each chosen by a sixth of the women. A tenth selected Arts and Letters while fewer chose Management (6 percent), Engineering and Applied Sciences (4 percent), or Educational Studies (1 percent). A tenth of each sex were undecided.

Students in the Educational Opportunity Program (EOP) differed notably from the regular admissions students in Faculties of their selected majors.

Figure 2.1 Distribution of Expected Majors: By Faculty, Sex, and Admissions Groups




*Admissions Groups

Table 2.1 Distribution of Expected Majors[1] By Faculty, Sex, and Admissions Groups

| FACULTY | SEX | | | | ADMISSIONS GROUP | | | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Men | | Women | | RA | | EOP | | | |
| | N | %[2] | N | %[3] | N | %[4] | N | %[5] | N | %[6] |
| Health Sciences | 113 | 10 | 303 | 35 | 364 | 21 | 52 | 27 | 416 | 21 |
| Natural Sciences & Mathematics | 272 | 25 | 139 | 16 | 400 | 23 | 11 | 6 | 411 | 21 |
| Engineering & Applied Sciences | 291 | 27 | 34 | 4 | 307 | 17 | 18 | 9 | 325 | 17 |
| Social Sciences & Administration | 130 | 12 | 130 | 15 | 235 | 13 | 25 | 13 | 260 | 13 |
| School of Management | 107 | 10 | 55 | 6 | 138 | 8 | 24 | 13 | 162 | 8 |
| Arts & Letters | 57 | 5 | 75 | 9 | 111 | 6 | 21 | 11 | 132 | 7 |
| Educational Studies | 7 | 1 | 12 | 1 | 13 | 1 | 6 | 3 | 19 | 1 |
| Special Major[7] | 3 | <1 | 9 | 1 | 11 | 1 | 1 | 1 | 12 | 1 |
| Undecided | 100 | 9 | 97 | 11 | 168 | 10 | 29 | 15 | 197 | 10 |
| TOTAL | 1080 | 99 | 854 | 98 | 1747 | 100 | 187 | 98 | 1934[8] | 99 |

[1]The number of men and women in each major are presented in Appendix: Table A.1.

[2]This percent is the ratio of men in each Faculty to the total number of men in the sample (1091).

[3]This percent is the ratio of women in each Faculty to the total number of women in the sample (860).

[4]This percent is the ratio of students in the regular admissions group in each Faculty to the total number of regular admissions students in the sample (1760).

[5]This percent is the ratio of students in the Equal Opportunity Program in each Faculty to the total number of EOP students in the sample (191).

[6]This percent is the ratio of students in each Faculty to the total sample (1951).

[7]Because of the small number of students expecting Special Majors, they are excluded from further discussion.

[8]Seventeen people did not respond or give appropriate responses.

Proportionately fewer EOP than regular admissions students chose majors in the Faculties of Natural Sciences and Mathematics (6 versus 23 percent) and Engineering and Applied Sciences (9 versus 17 percent). There were, however, proportionately more EOP than regular admissions students in the Faculties of Health Sciences (27 versus 21 percent), Management (13 versus 8 percent), and Arts and Letters (11 versus 6 percent). Fifteen percent of the EOP students and 10 percent of the regular admissions students were undecided about a major choice.

## CERTAINTY OF MAJOR FIELD CHOICE

The students indicated how certain they were that they would keep their major field choice (Table 2.2). Students who had not decided upon a major field (10 percent of the respondents) were instructed to omit this question. Responses were on a four-point scale, ranging from *not at all* to *very certain*. Most of the freshmen who had decided upon a major indicated that they were certain of retaining that choice. A quarter of the sample were *very certain* and nearly half (47 percent) were *moderately certain*. Men and women and regular admissions and EOP students did not differ significantly in their certainty of keeping their major field choice.

Table 2.2 Certainty of Major Choice: By Sex and Admissions Groups

| GROUP | No Response[1] | | Degree of Certainty: Not At All | | Slightly | | Moderately | | Very | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Sex | | | | | | | | | | |
| Men | 121 | 11 | 48 | 4 | 121 | 11 | 528 | 48 | 273 | 25 |
| Women | 111 | 13 | 24 | 3 | 100 | 12 | 381 | 44 | 244 | 28 |
| Admissions Group | | | | | | | | | | |
| RA | 193 | 11 | 65 | 4 | 202 | 11 | 840 | 48 | 460 | 26 |
| EOP | 39 | 20 | 7 | 4 | 19 | 10 | 69 | 36 | 57 | 30 |
| TOTAL | 232 | 12 | 72 | 4 | 221 | 11 | 909 | 47 | 517 | 26 |

Note. Statistical differences between the responses of men and women and between the responses of regular admissions and EOP students were analyzed by chi-square analysis.

[1]Students who were undecided about their major choice were instructed not to respond to this item.

Faculty Differences

Although at least three-quarters of the freshmen said that they were *moderately* or *very certain* of their major choice, the degree of certainty was related to the Faculty to which the major field belonged (Table 2.3, Figure 2.2). Students expecting majors in the Faculties of Engineering and Applied Sciences and Health Sciences were more certain of their choices than students with choices in other Faculties. Ninety percent of the students in Engineering and Applied Sciences and 86 percent of those in the Health Sciences were *moderately* or *very certain* of their major field choice. Both men and women in Engineering and Applied Sciences were relatively certain of their choices; nine-tenths of each were *moderately* or *very certain*. Of those students with majors in the Health Sciences, women were much more certain of their majors than men; nine-tenths of the women were *moderately* or *very certain*, while only three-quarters of the men expressed similar certainty.

Students with majors in the Faculties of Social Sciences and Administration and Educational Studies were the least certain of their major choices. Fewer than three-quarters of these students were *moderately* or *very certain* of their major field choices. Men in the School of Management were notably more certain of their major choice than women in the same Faculty. Eighty-seven percent of the men were *moderately* or *very certain* of their major choice, while only three-quarters of the women expressed a similar degree of certainty.

## REASONS FOR MAJOR CHOICE

Ten reasons for which one might choose a major were listed. Respondents reported the degree of importance of each in deciding upon their major (Table 2.4). Those who had not decided upon a major were instructed to answer relative to the importance of each in a future decision. Responses were on a four-point scale, ranging from *not important* to *very important*.

Table 2.3 Certainty of Major Field Choice: By Sex and Faculty

| FACULTY | DEGREE OF CERTAINTY | | | | | | | | | | | | | | | | | | | | | | | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Not At All | | | | | | Slightly | | | | | | Moderately | | | | | | Very | | | | | | |
| | Men | | Women | | Total | | Men | | Women | | Total | | Men | | Women | | Total | | Men | | Women | | Total | | |
| | N | %[1] | N | %[2] | N | %[3] | N | %[1] | N | %[2] | N | %[3] | N | %[1] | N | %[2] | N | %[3] | N | %[1] | N | %[2] | N | %[3] | |
| Health Sciences | 10 | 9 | 4 | 1 | 14 | 3 | 19 | 17 | 22 | 7 | 41 | 10 | 59 | 52 | 146 | 48 | 205 | 49 | 24 | 21 | 128 | 42 | 152 | 37 | 3.20 |
| Natural Sciences & Mathematics | 16 | 6 | 5 | 4 | 21 | 5 | 43 | 16 | 17 | 12 | 60 | 15 | 136 | 50 | 77 | 55 | 213 | 52 | 75 | 28 | 39 | 28 | 114 | 28 | 3.03 |
| Engineering & Applied Science | 7 | 2 | 1 | 3 | 8 | 2 | 18 | 6 | 3 | 9 | 21 | 6 | 156 | 54 | 17 | 50 | 173 | 53 | 108 | 37 | 13 | 38 | 121 | 37 | 3.26 |
| Social Sciences & Administration | 7 | 5 | 8 | 6 | 15 | 6 | 22 | 17 | 31 | 24 | 53 | 20 | 76 | 58 | 67 | 52 | 143 | 55 | 22 | 17 | 21 | 16 | 43 | 17 | 2.84 |
| School of Management | 5 | 5 | 3 | 5 | 8 | 5 | 8 | 7 | 12 | 22 | 20 | 12 | 67 | 63 | 27 | 49 | 94 | 58 | 26 | 24 | 13 | 24 | 39 | 24 | 3.02 |
| Arts & Letters | 3 | 5 | 2 | 3 | 5 | 4 | 8 | 14 | 13 | 17 | 21 | 16 | 28 | 49 | 35 | 47 | 63 | 48 | 17 | 30 | 24 | 32 | 41 | 31 | 3.08 |
| Educational Studies | 0 | 0 | 1 | 8 | 1 | 5 | 2 | 29 | 2 | 17 | 4 | 21 | 4 | 57 | 6 | 50 | 10 | 53 | 1 | 14 | 3 | 25 | 4 | 21 | 2.90* |

[1]Percent of men in each Faculty who responded to that option.

[2]Percent of women in each Faculty who responded to that option.

[3]Percent of students (men and women) in each Faculty who responded to that option.

Figure 2.2 Certainty of Major Field Choice:By Sex and Faculty

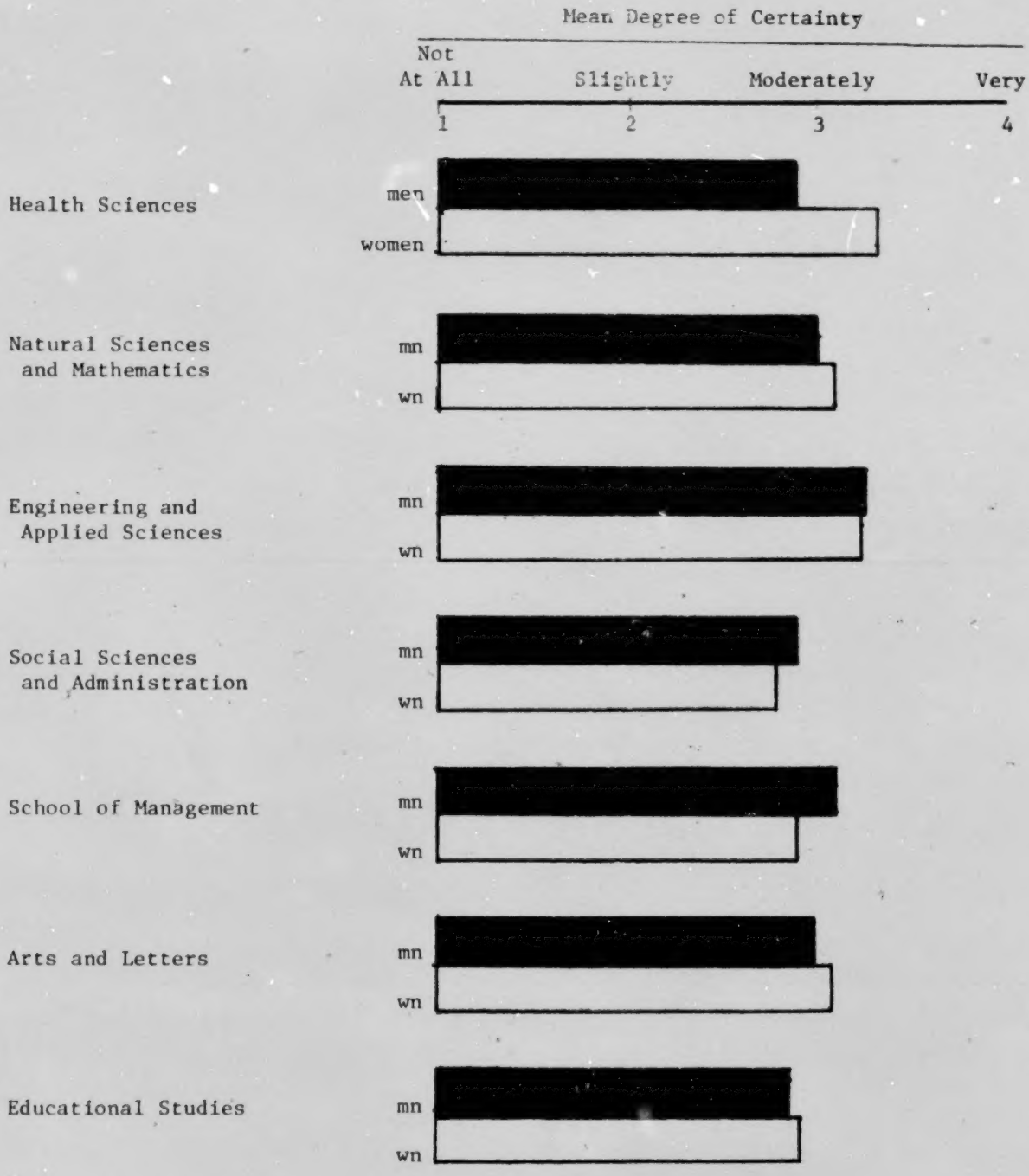


Table 2.4 Importance of Reasons for Choosing a Major

| Reasons (in descending order of importance) | Health Sciences | | Natural Sciences | | Engineering & Applied Sciences | | Social Sciences | | Management | | Arts & Letters | | Educational Studies | | Undecided | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Interest in the area | | | | | | | | | | | | | | | | | | |
| Not important | 1 | <1 | 0 | 0 | 1 | <1 | 1 | <1 | 1 | 1 | 2 | 2 | 1 | 5 | 0 | 0 | 7 | <1 |
| Slightly important | 5 | 1 | 2 | <1 | 6 | 2 | 1 | <1 | 3 | 2 | 5 | 4 | 1 | 5 | 2 | 1 | 25 | 1 |
| Moderately important | 33 | 8 | 43 | 10 | 44 | 14 | 25 | 10 | 31 | 19 | 7 | 5 | 2 | 11 | 14 | 7 | 199 | 10 |
| Very important | 376 | 90 | 365 | 89 | 273 | 84 | 231 | 89 | 126 | 78 | 118 | 89 | 15 | 79 | 181 | 92 | 1697 | 87 |
| Confidence in ability to do well in it | | | | | | | | | | | | | | | | | | |
| Not important | 11 | 3 | 2 | <1 | 2 | 1 | 4 | 2 | 1 | 1 | 5 | 4 | 2 | 11 | 3 | 2 | 30 | 2 |
| Slightly important | 7 | 2 | 8 | 2 | 7 | 2 | 7 | 3 | 4 | 2 | 5 | 4 | 1 | 5 | 7 | 4 | 47 | 2 |
| Moderately important | 56 | 13 | 72 | 18 | 66 | 20 | 41 | 16 | 36 | 22 | 17 | 13 | 1 | 5 | 35 | 18 | 327 | 17 |
| Very important | 338 | 81 | 328 | 80 | 248 | 76 | 208 | 80 | 120 | 74 | 105 | 80 | 15 | 79 | 152 | 77 | 1522 | 78 |
| Relevance to career plans | | | | | | | | | | | | | | | | | | |
| Not important | 5 | 1 | 4 | 1 | 5 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 5 | 5 | 3 | 26 | 1 |
| Slightly important | 9 | 2 | 15 | 4 | 14 | <1 | 18 | 7 | 3 | 2 | 8 | 6 | 1 | 5 | 12 | 6 | 80 | 4 |
| Moderately important | 71 | 17 | 95 | 23 | 60 | 18 | 69 | 27 | 36 | 22 | 39 | 30 | 7 | 37 | 61 | 31 | 443 | 23 |
| Very important | 331 | 80 | 295 | 72 | 245 | 75 | 170 | 65 | 121 | 75 | 82 | 62 | 10 | 53 | 116 | 59 | 1377 | 71 |
| Job availability | | | | | | | | | | | | | | | | | | |
| Not important | 3 | 1 | 24 | 6 | 4 | 1 | 19 | 7 | 0 | 0 | 12 | 9 | 3 | 16 | 7 | 4 | 72 | 4 |
| Slightly important | 26 | 6 | 36 | 9 | 32 | 10 | 47 | 18 | 14 | 9 | 22 | 17 | 2 | 11 | 22 | 11 | 203 | 10 |
| Moderately important | 131 | 31 | 162 | 39 | 100 | 31 | 101 | 39 | 36 | 22 | 46 | 35 | 6 | 32 | 65 | 33 | 653 | 33 |
| Very important | 255 | 61 | 188 | 46 | 188 | 58 | 91 | 35 | 111 | 69 | 52 | 39 | 8 | 42 | 101 | 51 | 998 | 51 |
| Desire for intellectual change | | | | | | | | | | | | | | | | | | |
| Not important | 9 | 2 | 8 | 2 | 9 | 3 | 10 | 4 | 7 | 4 | 3 | 2 | 1 | 5 | 8 | 4 | 55 | 3 |
| Slightly important | 40 | 10 | 28 | 7 | 33 | 10 | 21 | 8 | 25 | 15 | 12 | 9 | 2 | 11 | 17 | 9 | 180 | 9 |
| Moderately important | 157 | 38 | 169 | 41 | 136 | 42 | 91 | 35 | 68 | 42 | 47 | 36 | 10 | 53 | 86 | 44 | 764 | 39 |
| Very important | 208 | 50 | 205 | 50 | 146 | 45 | 138 | 53 | 60 | 37 | 70 | 53 | 6 | 32 | 85 | 43 | 925 | 47 |

Table 2.4 (Cont'd.) Importance of Reasons for Choosing a Major

| Reasons (in descending order of importance) | Health Sciences | | Natural Sciences | | Engineering & Applied Sciences | | Social Sciences | | Management | | Arts & Letters | | Educational Studies | | Undecided | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Work experience in the area | | | | | | | | | | | | | | | | | | |
| Not important | 35 | 8 | 45 | 11 | 43 | 13 | 41 | 16 | 17 | 10 | 12 | 9 | 2 | 11 | 27 | 14 | 222 | 11 |
| Slightly important | 79 | 19 | 89 | 22 | 84 | 26 | 44 | 17 | 32 | 20 | 24 | 18 | 1 | 5 | 53 | 27 | 407 | 21 |
| Moderately important | 120 | 29 | 152 | 37 | 122 | 38 | 85 | 33 | 61 | 38 | 42 | 32 | 8 | 42 | 64 | 32 | 661 | 34 |
| Very important | 182 | 44 | 124 | 30 | 76 | 23 | 89 | 34 | 52 | 32 | 54 | 41 | 8 | 42 | 52 | 26 | 641 | 33 |
| Advice from a counselor or teacher | | | | | | | | | | | | | | | | | | |
| Not important | 63 | 15 | 84 | 20 | 66 | 20 | 43 | 17 | 23 | 14 | 18 | 14 | 2 | 11 | 17 | 9 | 319 | 16 |
| Slightly important | 133 | 32 | 122 | 30 | 132 | 41 | 93 | 36 | 57 | 35 | 51 | 39 | 6 | 32 | 79 | 40 | 676 | 35 |
| Moderately important | 143 | 34 | 131 | 32 | 87 | 27 | 85 | 33 | 52 | 32 | 47 | 36 | 6 | 32 | 73 | 37 | 629 | 32 |
| Very important | 75 | 18 | 72 | 18 | 39 | 12 | 39 | 15 | 30 | 19 | 16 | 12 | 5 | 26 | 27 | 14 | 304 | 16 |
| Encouragement from parents | | | | | | | | | | | | | | | | | | |
| Not important | 74 | 18 | 135 | 33 | 98 | 30 | 80 | 31 | 37 | 23 | 31 | 23 | 5 | 26 | 64 | 32 | 529 | 27 |
| Slightly important | 125 | 30 | 115 | 28 | 106 | 33 | 84 | 32 | 60 | 37 | 40 | 30 | 5 | 26 | 64 | 32 | 604 | 31 |
| Moderately important | 148 | 36 | 109 | 27 | 83 | 26 | 65 | 25 | 44 | 27 | 47 | 36 | 5 | 26 | 57 | 29 | 560 | 29 |
| Very important | 68 | 16 | 51 | 12 | 38 | 12 | 30 | 12 | 21 | 13 | 14 | 11 | 4 | 21 | 12 | 6 | 238 | 12 |
| Prestige associated with major | | | | | | | | | | | | | | | | | | |
| Not important | 122 | 29 | 125 | 30 | 92 | 28 | 104 | 40 | 42 | 26 | 61 | 46 | 6 | 32 | 69 | 35 | 626 | 32 |
| Slightly important | 135 | 32 | 140 | 34 | 111 | 34 | 75 | 29 | 43 | 27 | 28 | 21 | 5 | 26 | 64 | 32 | 604 | 31 |
| Moderately important | 112 | 27 | 101 | 25 | 99 | 30 | 56 | 22 | 51 | 31 | 27 | 20 | 5 | 26 | 48 | 24 | 503 | 26 |
| Very important | 47 | 11 | 44 | 11 | 22 | 7 | 23 | 9 | 26 | 16 | 16 | 12 | 3 | 16 | 14 | 7 | 195 | 10 |
| Friends majoring in it | | | | | | | | | | | | | | | | | | |
| Not important | 280 | 67 | 294 | 72 | 201 | 62 | 197 | 76 | 103 | 64 | 89 | 69 | 12 | 63 | 156 | 79 | 1343 | 69 |
| Slightly important | 72 | 17 | 74 | 18 | 76 | 23 | 36 | 14 | 36 | 22 | 25 | 19 | 2 | 11 | 27 | 14 | 349 | 18 |
| Moderately important | 48 | 12 | 32 | 8 | 40 | 12 | 13 | 5 | 21 | 13 | 11 | 8 | 3 | 16 | 10 | 5 | 178 | 9 |
| Very important | 14 | 3 | 9 | 2 | 7 | 2 | 13 | 5 | 2 | 1 | 6 | 5 | 1 | 5 | 4 | 2 | 56 | 3 |

The reasons noted by the respondents as a whole as most important in their choice of a major were:

Interest in the area
Confidence in ability to do well in it
Relevance to career plans.

Most of the students, over 94 percent, indicated that each was *moderately* or *very important* in their decisions. Of less importance, but still of major importance to most of the students, were:

Job availability
Desire for intellectual challenge
Work experience in the area.

Of relative unimportance to the freshmen were:

Advice from a counselor or teacher
Encouragement from parent(s)
Prestige associated with the major
Friends majoring in it.

The reason indicated by the sample as most important in their choice of major was Interest in the area. Eighty-seven percent of the students reported this to be *very important* in their decision, while an additional 10 percent indicated it to be *moderately important*. Interest in the area was of less importance, but still of most importance, to students in the School of Management and the Faculty of Educational Studies.

Confidence in ability to do well in it was indicated by four-fifths of the students to be *very important*. An additional 17 percent reported it to be *moderately important*. The Relevance of the major to career plans was only slightly less important - *very important* to seven-tenths and *moderately important* to a quarter. The latter was of greatest importance to students with majors in Health Sciences and of least importance to students undecided about their majors or majoring in Educational Studies, Arts and Letters, or the Social Sciences.

Job availability and the Desire for intellectual challenge were reported to be *very important* by about half the students (51 and 47 percent, respectively) and *moderately important* by about a third (33 and 39 percent, respectively). Job availability was relatively more important to students in Management, Health Sciences, and Engineering and Applied Sciences than to those choosing majors in other Faculties; over nine-tenths of the students in these Faculties reported it to be *very* or *moderately important* in their

major choice. Freshmen in the Social Sciences, in Arts and Letters, and in Educational Studies reported Job availability to be of relatively less importance - three-quarters of these students indicated it to be *moderately* or *very important*. The Desire for intellectual challenge was of less importance to students in the School of Management and Educational Studies than to the rest of the students.

While Work experience in the area was *very important* to a third of the students and *moderately important* to a third, it was of more importance to students in the Health Sciences, Arts and Letters, and Educational Studies and of less importance to those in Engineering and Applied Sciences and those undecided about a major. At least two-fifths of the students in the Health Sciences, Arts and Letters, and Educational Studies reported it to be *very important* while at least three-tenths stated it to be *moderately important*. A quarter of the students in Engineering and Applied Sciences reported Work experience in the area to be *very important*, and two-fifths indicated it to be *moderately important*. Corresponding percentages for those undecided about a major were 26 and 32.

Advice from a counselor or teacher, Encouragement from parent(s), and Prestige associated with the major were reported by fewer than half of the students to be *very* or *moderately important* reasons for choosing a major. Advice from a counselor or teacher was of less importance to students in Engineering and Applied Sciences and of decidedly more importance to students in Educational Studies than to the rest of the students. Parental encouragement was indicated to be of more importance to students in the Health Sciences and Educational Studies than to others. It was of relatively less importance to students who were undecided about their major. Prestige associated with the major was of most importance to students in the School of Management and of least importance to students in the Social Sciences and Arts and Letters.

The least important reason for major selection of all the reasons listed was Having friends majoring in it. It was *moderately* or *very important* to only a tenth of the students. Students in Engineering and Applied Sciences and Educational Studies indicated that the reason was of slightly more importance to them than it was to the other students.

# CHAPTER III

## DEGREE PLANS

The freshmen indicated their intentions of obtaining a bachelor's degree and various postbaccalaureate degrees: master's, doctorate, medical/dental and veterinary, or law. They also indicated whether or not they intended to obtain baccalaureate and postbaccalaureate degrees at SUNY/B.

### BACCALAUREATE

The following options were available for students to indicate their intentions of obtaining a baccalaureate: *definitely not, probably not, probably will,* and *definitely.* Nearly all the freshmen indicated that they intended to obtain a bachelor's degree (Table 3.1). Four-fifths of the students said that they *definitely* intend to do so; a seventh reported that they *probably will.* Two percent indicated that they *probably will not* and the same percentage reported that they *definitely do not* intend to obtain a baccalaureate.

Men's and women's responses did not differ significantly; EOP and regular admissions students, however, differed notably in their responses. EOP students were not as sure as the regular admissions students of obtaining a bachelor's degree. Seventy-two percent of the EOP students said that they *definitely* intend to obtain a bachelor's degree; 21 percent reported that they *probably will.* The corresponding percentages for the regular admissions students were 83 and 14 percent.

Students in the various Faculties differed significantly in their intentions of obtaining a bachelor's degree. With two exceptions, fewer than seven percent of the men and women in each Faculty reported that they *probably will not* get or *definitely do not* intend to get a baccalaureate (Figure 3.1, Table 3.1). Men in the Health Sciences were relatively unsure of their commitment to obtaining a bachelor's degree; 10 percent indicated that they *probably will not* obtain or *definitely do not* intend to obtain

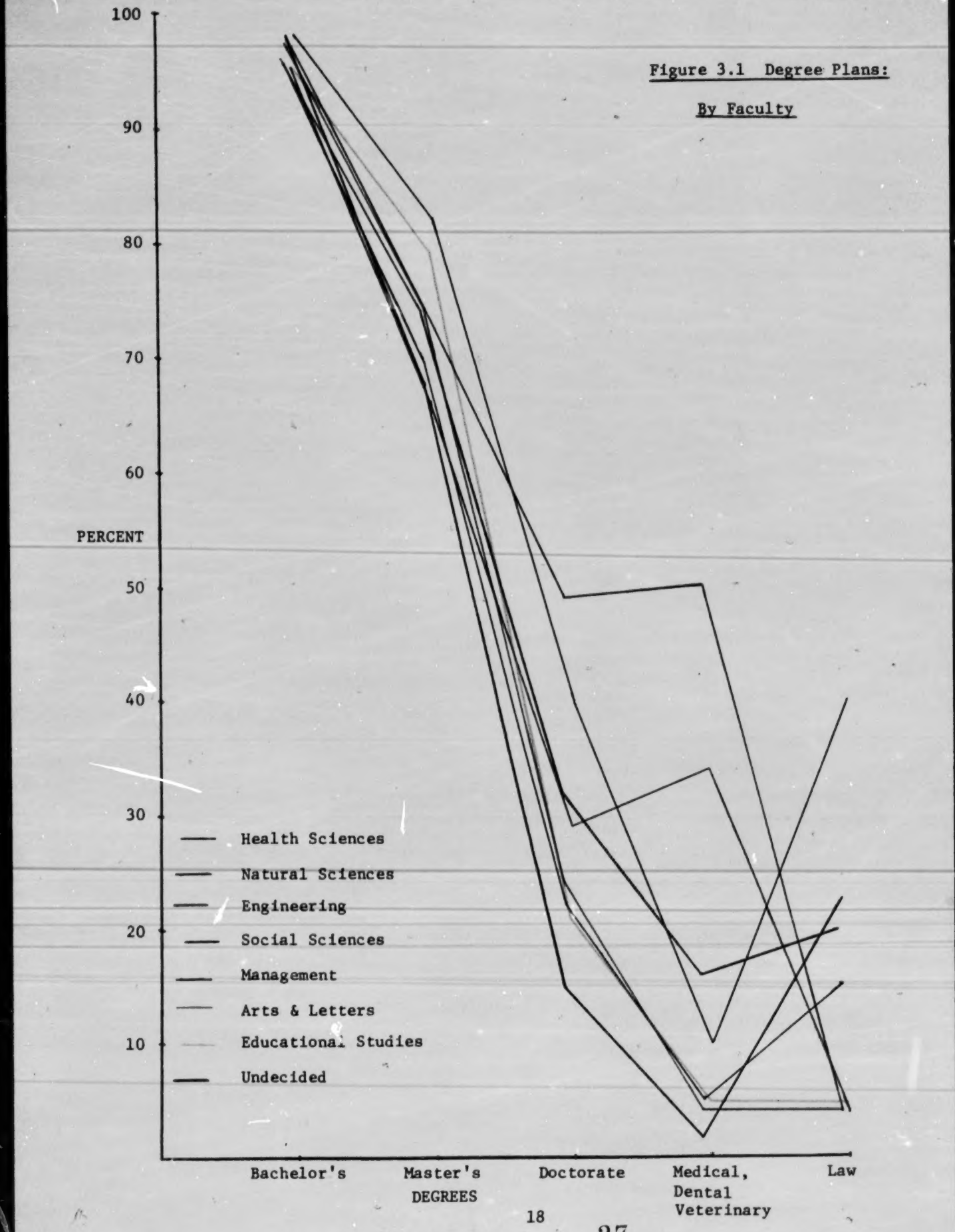



Figure 3.1 Degree Plans:

By Faculty

Table 3.1 Intentions of Obtaining a Baccalaureate: By Sex, Admissions Groups, and Faculty

| GROUP | Definitely Not N | Definitely Not % | Probably Not N | Probably Not % | Probably Will N | Probably Will % | Definitely N | Definitely % |
|---|---|---|---|---|---|---|---|---|
| SEX | | | | | | | | |
| Men | 21 | 2 | 25 | 2 | 145 | 13 | 890 | 82 |
| Women | 15 | 2 | 8 | 1 | 134 | 16 | 703 | 82 |
| ADMISSIONS GROUP[1] | | | | | | | | |
| RA | 30 | 2 | 28 | 2 | 239 | 14 | 1456 | 83 |
| EOP | 6 | 3 | 5 | 3 | 40 | 21 | 137 | 72 |
| *TOTAL* | *36* | *2* | *33* | *2* | *279* | *14* | *1593* | *82* |
| FACULTY[2] | | | | | | | | |
| Health Sciences | | | | | | | | |
| Men | 3 | 3 | 8 | 7 | 14 | 12 | 86 | 76 |
| Women | 8 | 3 | 2 | 1 | 34 | 11 | 259 | 85 |
| *Total* | *11* | *3* | *10* | *2* | *48* | *12* | *345* | *83* |
| Mean | | | | | | | | 3.76 |
| Natural Sciences & Mathematics | | | | | | | | |
| Men | 5 | 2 | 4 | 1 | 34 | 13 | 227 | 83 |
| Women | 0 | 0 | 2 | 1 | 17 | 12 | 120 | 86 |
| *Total* | *5* | *1* | *6* | *1* | *51* | *12* | *347* | *84* |
| Mean | | | | | | | | 3.81 |
| Engineering & Applied Sciences | | | | | | | | |
| Men | 7 | 2 | 3 | 1 | 29 | 10 | 251 | 86 |
| Women | 0 | 0 | 0 | 0 | 3 | 9 | 31 | 91 |
| *Total* | *7* | *2* | *3* | *1* | *32* | *10* | *282* | *87* |
| Mean | | | | | | | | 3.82 |
| Social Sciences & Administration | | | | | | | | |
| Men | 1 | 1 | 2 | 2 | 19 | 15 | 108 | 83 |
| Women | 4 | 3 | 0 | 0 | 16 | 12 | 110 | 85 |
| *Total* | *5* | *2* | *2* | *1* | *35* | *13* | *218* | *84* |
| Mean | | | | | | | | 3.79 |
| Management | | | | | | | | |
| Men | 2 | 2 | 1 | 1 | 19 | 18 | 83 | 78 |
| Women | 0 | 0 | 0 | 0 | 13 | 24 | 42 | 76 |
| *Total* | *3* | *1* | *1* | *1* | *32* | *20* | *125* | *77* |
| Mean | | | | | | | | 3.75 |
| Arts & Letters | | | | | | | | |
| Men | 1 | 2 | 2 | 4 | 10 | 18 | 44 | 77 |
| Women | 1 | 1 | 3 | 4 | 8 | 11 | 63 | 84 |
| *Total* | *3* | *2* | *5* | *4* | *18* | *14* | *107* | *81* |
| Mean | | | | | | | | 3.74 |
| Educational Studies | | | | | | | | |
| Men | 1 | 14 | 0 | 0 | 2 | 29 | 4 | 57 |
| Women | 0 | 0 | 0 | 0 | 5 | 42 | 7 | 58 |
| *Total* | *1* | *5* | *0* | *0* | *7* | *37* | *11* | *58* |
| Mean | | | | | | | | 3.47 |
| Undecided | | | | | | | | |
| Men | 1 | 1 | 5 | 5 | 18 | 18 | 74 | 74 |
| Women | 2 | 2 | 1 | 1 | 36 | 37 | 58 | 60 |
| *Total* | *3* | *2* | *6* | *3* | *54* | *27* | *132* | *67* |
| Mean | | | | | | | | 3.62 |

Note. Statistical differences between the responses of men and women and between the responses of regular admissions and EOP students were analyzed by chi square analysis. Statistical differences among the responses of the students in the various Faculties were analyzed by analysis of variance techniques. Mean responses for each Faculty were calculated according to the following scale: 1 = definitely not; 2 = probably not; 3 = probably will; 4 = definitely.

[1] Chi-square statistic for the responses of admissions groups was not calculated, the expected cell frequency was less than 5.

[2] Students in the various faculties differed significantly, $F = 3.46$, $p = .0008$.

that degree. One of the seven men in Educational Studies indicated that he *definitely does not* intend to obtain a baccalaureate. Women in Engineering and Applied Sciences, Natural Sciences and Mathematics, and Management, on the other hand, were nearly unanimous in their intentions to obtain a baccalaureate; all women in Engineering and Applied Sciences and Management reported that they *probably will* or *definitely do* intend to do so, and only one percent of the women in Natural Sciences indicated that they *probably will not* get or *definitely do not* intend to get a baccalaureate.

## BACCALAUREATE AT SUNY/B

The respondents indicated whether or not they intended to obtain a baccalaureate at SUNY/B. An option was also provided for them to indicate if they were not sure of their intentions.

A surprisingly large portion of the students, 23 percent, reported that they were *not sure* about their intentions of obtaining a baccalaureate at SUNY/B; three percent stated that they did not intend to do so. Seventy-four percent of the students, however, indicated that they intended to do so. Patterns of responses within sex and admissions groups did not differ significantly.

Intentions to complete a baccalaureate at SUNY/B were related to the Faculty affiliation of the students (Table 3.2). Women in the Health Sciences were the most positive about obtaining a baccalaureate at SUNY/B; 84 percent intended to do so. Men in that Faculty did not express similar views; two-thirds intended to obtain a bachelor's degree at SUNY/B and a quarter were not sure. Students in Arts and Letters and Educational Studies and those undecided about a major choice were relatively unsure about obtaining a baccalaureate at SUNY/B. Only about two-thirds of both the men and women in the Faculty of Arts and Letters (65 and 63 percent, respectively) intended to obtain a baccalaureate at SUNY/B, and about three-tenths were not sure (33 and 29 percent, respectively). Eight percent of the women and two percent of the men in that Faculty stated that they did not intend to obtain a baccalaureate at SUNY/B.

Table 3.2 Intentions of Obtaining a Baccalaureate at SUNY/B: By Faculty Affiliation

| FACULTY | | No | | Yes | | Not Sure | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % |
| Health Sciences | | | | | | | |
| Men | | 6 | 5 | 76 | 67 | 30 | 27 |
| Women | | 5 | 2 | 256 | 84 | 41 | 14 |
| | *Total* | *11* | *3* | *332* | *80* | *71* | *17* |
| Natural Sciences & Mathematics | | | | | | | |
| Men | | 11 | 4 | 207 | 76 | 53 | 19 |
| Women | | 3 | 2 | 108 | 78 | 27 | 19 |
| | *Total* | *14* | *3* | *315* | *77* | *80* | *19* |
| Engineering & Applied Sciences | | | | | | | |
| Men | | 8 | 3 | 221 | 76 | 60 | 21 |
| Women | | 1 | 3 | 26 | 76 | 7 | 21 |
| | *Total* | *9* | *3* | *247* | *76* | *67* | *21* |
| Social Sciences & Administration | | | | | | | |
| Men | | 4 | 3 | 98 | 75 | 27 | 21 |
| Women | | 5 | 4 | 92 | 71 | 32 | 25 |
| | *Total* | *9* | *3* | *190* | *73* | *59* | *23* |
| School of Management | | | | | | | |
| Men | | 6 | 6 | 73 | 68 | 27 | 25 |
| Women | | 2 | 4 | 42 | 76 | 11 | 20 |
| | *Total* | *8* | *5* | *115* | *71* | *38* | *23* |
| Arts & Letters | | | | | | | |
| Men | | 1 | 2 | 37 | 65 | 19 | 33 |
| Women | | 6 | 8 | 47 | 63 | 22 | 29 |
| | *Total* | *7* | *5* | *84* | *64* | *41* | *31* |
| Educational Studies | | | | | | | |
| Men | | 1 | 14 | 4 | 57 | 2 | 29 |
| Women | | 0 | 0 | 4 | 33 | 7 | 58 |
| | *Total* | *1* | *5* | *8* | *42* | *9* | *47* |
| Undecided | | | | | | | |
| Men | | 3 | 3 | 57 | 57 | 38 | 38 |
| Women | | 3 | 3 | 56 | 58 | 37 | 38 |
| | *Total* | *6* | *3* | *113* | *57* | *75* | *38* |

Both men and women who were undecided about a major choice were relatively unsure about obtaining a baccalaureate at SUNY/B; three-fifths reported that they intended to do so and two-fifths indicated that they were not sure. Students in Educational Studies were the least positive about obtaining a baccalaureate at SUNY/B, three-fifths of the women were not sure and the remainder said that they intended to do so. Two of the seven men in that Faculty were not sure of their intentions, four intended to obtain a baccalaureate degree at SUNY/B, and one did not.

## POSTBACCALAUREATE DEGREES

The freshmen indicated their intentions of obtaining various postbaccalaureate degrees: master's, doctorate, medical/dental/veterinary, or law. The options avaialable were: *definitely not*, *probably not*, *probably will*, and *definitely*.

### Master's Degree

The majority of students expected to obtain a master's degree. A fifth said they *definitely* intend to do so and half indicated that they *probably will*. A quarter of the sample reported that they *probably will not* and only two percent said they *definitely do not* intend to obtain a master's degree (Table 3.3). Responses did not differ significantly within sex and admissions groups.

Students in the various Faculties differed significantly in their intentions of obtaining a master's degree (Figure 3.1, Table 3.3). Respondents in the Social Sciences and Educational Studies expressed the most interest in obtaining masters' degrees. A third of those in the Social Sciences *definitely* intend to obtain the degree, while a half indicated that they *probably will*. Corresponding figures for students in the Educational Studies were a fifth and three-fifths.

Proportionately fewer students in the Health Sciences, Management, and Arts and Letters than in the other Faculties expressed intentions to obtain a master's degree. A fifth of the students in each of these Faculties stated that they *definitely* intend to get a master's degree.

Table 3.3 Intentions of Obtaining a Master's Degree: By Sex, Admissions Groups, and Faculty

| GROUP | Definitely Not N | Definitely Not % | Probably Not N | Probably Not % | Probably Will N | Probably Will % | Definitely N | Definitely % |
|---|---|---|---|---|---|---|---|---|
| SEX | | | | | | | | |
| Men | 28 | 3 | 265 | 24 | 548 | 50 | 244 | 22 |
| Women | 20 | 2 | 223 | 26 | 428 | 50 | 188 | 22 |
| ADMISSIONS GROUP[1] | | | | | | | | |
| RA | 43 | 2 | 446 | 25 | 878 | 50 | 386 | 22 |
| EOP | 5 | 3 | 42 | 22 | 98 | 51 | 46 | 24 |
| *TOTAL* | *48* | *2* | *486* | *25* | *976* | *50* | *432* | *22* |
| FACULTY[2] | | | | | | | | |
| Health Sciences | | | | | | | | |
| Men | 7 | 6 | 35 | 31 | 44 | 39 | 25 | 22 |
| Women | 11 | 4 | 89 | 29 | 151 | 50 | 52 | 17 |
| *Total* | *18* | *4* | *124* | *30* | *195* | *47* | *77* | *19* |
| Mean | | | | | | | | 2.80 |
| Natural Sciences & Mathematics | | | | | | | | |
| Men | 10 | 4 | 63 | 23 | 119 | 44 | 77 | 28 |
| Women | 2 | 1 | 29 | 21 | 62 | 45 | 46 | 33 |
| *Total* | *12* | *3* | *92* | *22* | *181* | *44* | *123* | *30* |
| Mean | | | | | | | | 3.02 |
| Engineering & Applied Sciences | | | | | | | | |
| Men | 3 | 1 | 73 | 25 | 166 | 57 | 49 | 17 |
| Women | 1 | 3 | 7 | 21 | 20 | 59 | 6 | 18 |
| *Total* | *4* | *1* | *80* | *25* | *186* | *57* | *55* | *17* |
| Mean | | | | | | | | 2.90 |
| Social Sciences & Administration | | | | | | | | |
| Men | 2 | 2 | 27 | 21 | 59 | 45 | 42 | 32 |
| Women | 2 | 2 | 18 | 14 | 67 | 52 | 43 | 33 |
| *Total* | *4* | *2* | *45* | *17* | *126* | *48* | *85* | *33* |
| Mean | | | | | | | | 3.12 |
| Management | | | | | | | | |
| Men | 1 | 1 | 26 | 24 | 57 | 53 | 23 | 21 |
| Women | 2 | 4 | 23 | 42 | 25 | 45 | 5 | 9 |
| *Total* | *3* | *2* | *49* | *30* | *82* | *51* | *28* | *17* |
| Mean | | | | | | | | 2.83 |
| Arts & Letters | | | | | | | | |
| Men | 3 | 5 | 15 | 26 | 33 | 58 | 6 | 11 |
| Women | 1 | 1 | 22 | 29 | 34 | 45 | 18 | 24 |
| *Total* | *4* | *3* | *37* | *28* | *67* | *51* | *24* | *18* |
| Mean | | | | | | | | 2.84 |
| Educational Studies | | | | | | | | |
| Men | 1 | 14 | 1 | 14 | 3 | 43 | 2 | 29 |
| Women | 0 | 0 | 2 | 17 | 8 | 67 | 2 | 17 |
| *Total* | *1* | *5* | *3* | *16* | *11* | *58* | *4* | *21* |
| Mean | | | | | | | | 2.95 |
| Undecided | | | | | | | | |
| Men | 1 | 1 | 19 | 19 | 60 | 60 | 19 | 19 |
| Women | 1 | 1 | 29 | 30 | 55 | 57 | 11 | 11 |
| *Total* | *2* | *1* | *48* | *24* | *115* | *58* | *30* | *15* |
| Mean | | | | | | | | 2.89 |

Note. Statistical differences between the responses of men and women and between the responses of regular admissions and EOP students were analyzed by chi-square analysis. Statistical differences among the responses of the students in the various Faculties were analyzed by analysis of variance techniques. Mean responses for each Faculty were calculated according to the following scale: 1 = definitely not; 2 = probably not; 3 = probably will; 4 = definitely.

[1] Chi-square statistic for the responses of EOP and regular admissions students was not calculated, the expected cell frequency was less than 5.

[2] Students in the various Faculties differed significantly, $F = 5.45$; $p = .0001$.

Doctorate

A third of these incoming freshmen intended to obtain a doctorate (Table 3.4). Seven percent said that they *definitely* intend to do so; a quarter reported that they *probably will*. More men than women reported that they *definitely* intend to obtain or *probably will* obtain a doctorate (8 and 28 percent versus 6 and 22 percent). Regular admissions and EOP students did not differ significantly in their responses.

Students in the various Faculties differed significantly in their intentions of obtaining a doctorate (Figure 3.1, Table 3.4). Freshmen with majors in the Natural Sciences and Mathematics and Social Sciences and Administration expressed a greater intent to obtain a doctorate than students with majors in the other Faculties. Half the students in the Faculty of Natural Sciences indicated that they *probably will* obtain or *definitely* intend to obtain a doctorate. Two-fifths of the students in the Social Sciences expressed the same intentions. Students undecided about a major and those in the Health Sciences were also more interested in obtaining a doctorate than the students in the remaining Faculties; at least three-tenths of the students in each of those Faculties indicated that they *probably will* obtain or *definitely* intend to obtain a doctorate. Proportionately more men than women in each of the four areas intended to obtain a doctorate.

Medical/Dental/Veterinary Degree

A fifth of the students in the sample intended to obtain a medical, dental, or veterinary degree. A tenth of the sample expected *definitely* to do so, and another tenth reported that they *probably will*. A quarter of the students said they *probably will not* get a degree in these fields, and half said *definitely not* (Table 3.5). Men differed significantly from women in their intentions. More men than women said that they *definitely* intend to obtain such a degree (12 versus 8 percent), while similar proportions of men and women indicated that they *probably will* (11 and 12 percent, respectively). Three-tenths of the women and a quarter of the men indicated that they *probably will not* obtain any of these degrees; half of each said that they *definitely do not* intend to do so. Regular admissions and EOP students did not differ significantly in their plans to obtain a medical, dental, or veterinary degree.

Table 3.4 Intentions of Obtaining a Doctorate: By Sex, Admissions Groups, and Faculty

| GROUP | Definitely Not | | Probably Not | | Probably Will | | Definitely | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| SEX[1] | | | | | | | | |
| Men | 154 | 14 | 537 | 49 | 301 | 28 | 92 | 8 |
| Women | 148 | 17 | 470 | 55 | 189 | 22 | 50 | 6 |
| ADMISSIONS GROUP | | | | | | | | |
| RA | 267 | 15 | 919 | 52 | 439 | 25 | 126 | 7 |
| EOP | 35 | 18 | 88 | 46 | 51 | 27 | 16 | 8 |
| *TOTAL* | *302* | *15* | *1007* | *52* | *490* | *25* | *142* | *7* |
| FACULTY[2] | | | | | | | | |
| Health Sciences | | | | | | | | |
| Men | 13 | 12 | 48 | 42 | 36 | 32 | 16 | 14 |
| Women | 64 | 21 | 168 | 55 | 53 | 17 | 17 | 6 |
| *Total* | *77* | *19* | *216* | *52* | *89* | *21* | *33* | *8* |
| Mean | | | | | | | | 2.19 |
| Natural Sciences & Mathematics | | | | | | | | |
| Men | 26 | 10 | 106 | 39 | 95 | 35 | 43 | 16 |
| Women | 10 | 7 | 67 | 48 | 44 | 32 | 18 | 13 |
| *Total* | *36* | *9* | *173* | *42* | *139* | *34* | *61* | *15* |
| Mean | | | | | | | | 2.55 |
| Engineering & Applied Sciences | | | | | | | | |
| Men | 57 | 20 | 164 | 56 | 61 | 21 | 8 | 3 |
| Women | 7 | 21 | 19 | 56 | 7 | 21 | 1 | 3 |
| *Total* | *64* | *20* | *183* | *56* | *68* | *21* | *9* | *3* |
| Mean | | | | | | | | 2.07 |
| Social Sciences & Administration | | | | | | | | |
| Men | 11 | 8 | 59 | 45 | 43 | 33 | 16 | 12 |
| Women | 12 | 9 | 72 | 55 | 38 | 29 | 7 | 5 |
| *Total* | *23* | *9* | *131* | *50* | *81* | *31* | *23* | *9* |
| Mean | | | | | | | | 2.40 |
| Management | | | | | | | | |
| Men | 24 | 22 | 66 | 62 | 17 | 16 | 0 | 0 |
| Women | 16 | 29 | 32 | 58 | 5 | 9 | 2 | 4 |
| *Total* | *40* | *25* | *98* | *60* | *22* | *14* | *2* | *1* |
| Mean | | | | | | | | 1.91 |
| Arts & Letters | | | | | | | | |
| Men | 9 | 16 | 34 | 60 | 12 | 21 | 2 | 4 |
| Women | 17 | 23 | 43 | 57 | 13 | 17 | 2 | 3 |
| *Total* | *26* | *20* | *77* | *58* | *25* | *19* | *4* | *3* |
| Mean | | | | | | | | 2.05 |
| Educational Studies | | | | | | | | |
| Men | 3 | 43 | 3 | 43 | 1 | 14 | 0 | 0 |
| Women | 3 | 25 | 6 | 50 | 3 | 25 | 0 | 0 |
| *Total* | *6* | *32* | *9* | *47* | *4* | *21* | *0* | *0* |
| Mean | | | | | | | | 1.90 |
| Undecided | | | | | | | | |
| Men | 7 | 7 | 51 | 51 | 32 | 32 | 7 | 7 |
| Women | 16 | 16 | 58 | 60 | 20 | 21 | 2 | 2 |
| *Total* | *23* | *12* | *109* | *55* | *52* | *26* | *9* | *5* |
| Mean | | | | | | | | 2.24 |

Note. Statistical differences between the responses of men and women and between the responses of regular admissions and EOP students were analyzed by chi-square analysis. Statistical differences among the responses of the students in the various Faculties were analyzed by analysis of variance techniques. Mean responses for each Faculty were calculated according to the following scale: 1 = definitely not; 2 = probably not; 3 = probably will; 4 = definitely.

[1] Men and women differed significantly, $\chi^2$ (3) = 16.27, $p$ = .001.

[2] Students in the various Faculties differed significantly, $F$ = 16.93, $p$ = .0001.

Table 3.5 Intentions of Obtaining a Medical, Dental, or Veterinary Degree: By Sex, Admissions Groups, and Faculty

| | Definitely Not | | Probably Not | | Probably Will | | Definitely | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| SEX[1] | | | | | | | | |
| Men | 568 | 52 | 263 | 24 | 125 | 11 | 128 | 12 |
| Women | 434 | 50 | 249 | 29 | 104 | 12 | 70 | 8 |
| ADMISSIONS GROUP | | | | | | | | |
| RA | 912 | 52 | 456 | 26 | 205 | 12 | 177 | 10 |
| EOP | 90 | 47 | 56 | 29 | 24 | 13 | 21 | 11 |
| *TOTAL* | *1002* | *51* | *512* | *26* | *229* | *12* | *198* | *10* |
| FACULTY[2] | | | | | | | | |
| Health Sciences | | | | | | | | |
| Men | 22 | 19 | 36 | 32 | 29 | 26 | 26 | 23 |
| Women | 112 | 37 | 104 | 34 | 53 | 17 | 34 | 11 |
| *Total* | *134* | *32* | *140* | *34* | *82* | *20* | *60* | *14* |
| Mean | | | | | | | | 2.16 |
| Natural Sciences & Mathematics | | | | | | | | |
| Men | 79 | 29 | 50 | 18 | 58 | 21 | 83 | 31 |
| Women | 44 | 32 | 31 | 22 | 33 | 24 | 30 | 22 |
| *Total* | *123* | *30* | *81* | *20* | *91* | *22* | *113* | *27* |
| Mean | | | | | | | | 2.48 |
| Engineering & Applied Sciences | | | | | | | | |
| Men | 223 | 77 | 54 | 19 | 7 | 2 | 5 | 2 |
| Women | 25 | 74 | 9 | 26 | 0 | 0 | 0 | 0 |
| *Total* | *248* | *76* | *63* | *19* | *7* | *2* | *5* | *2* |
| Mean | | | | | | | | 1.29 |
| Social Sciences & Administration | | | | | | | | |
| Men | 77 | 59 | 37 | 28 | 9 | 7 | 6 | 5 |
| Women | 80 | 62 | 40 | 31 | 7 | 5 | 3 | 2 |
| *Total* | *157* | *60* | *77* | *30* | *16* | *6* | *9* | *3* |
| Mean | | | | | | | | 1.53 |
| Management | | | | | | | | |
| Men | 77 | 72 | 29 | 27 | 1 | 1 | 0 | 0 |
| Women | 45 | 82 | 8 | 15 | 2 | 4 | 0 | 0 |
| *Total* | *122* | *75* | *37* | *23* | *3* | *2* | *0* | *0* |
| Mean | | | | | | | | 1.27 |
| Arts & Letters | | | | | | | | |
| Men | 41 | 72 | 10 | 18 | 4 | 7 | 2 | 4 |
| Women | 59 | 79 | 16 | 21 | 0 | 0 | 0 | 0 |
| *Total* | *100* | *76* | *26* | *20* | *4* | *3* | *2* | *2* |
| Mean | | | | | | | | 1.30 |
| Educational Studies | | | | | | | | |
| Men | 5 | 71 | 2 | 29 | 0 | 0 | 0 | 0 |
| Women | 10 | 83 | 1 | 8 | 0 | 0 | 1 | 8 |
| *Total* | *15* | *79* | *3* | *16* | *0* | *0* | *1* | *5* |
| Mean | | | | | | | | 1.32 |
| Undecided | | | | | | | | |
| Men | 35 | 35 | 43 | 43 | 16 | 16 | 4 | 4 |
| Women | 50 | 52 | 35 | 36 | 9 | 9 | 1 | 1 |
| *Total* | *85* | *43* | *78* | *40* | *25* | *13* | *5* | *2* |
| Mean | | | | | | | | 1.74 |

Note. Statistical differences between the responses of men and women and between the responses of regular admissions and EOP students were analyzed by chi-square analysis. Statistical differences among the responses of the students in the various Faculties were analyzed by analysis of variance techniques. Mean responses for each Faculty were calculated according to the following scale: 1 = definitely not; 2 = probably not; 3 = probably will; 4 = definitely.

[1]Men and women differed significantly, $\chi^2$ (3) = 10.82, $p$ = .01.

[2]Students in the various Faculties differed significantly, $F$ = 65.73, $p$ = .0001.

Most of the students intending to obtain a medical, dental, or veterinary degree planned to major in the Faculties of Natural Sciences and Mathematics or Health Sciences (Figure 3.1, Table 3.5). About half of both the men and women in the Natural Sciences (52 and 46 percent, respectively) reported that they *probably will* obtain or *definitely* intend to obtain a medical, dental, or veterinary degree. Three-tenths of the men and a fifth of the women in the Natural Sciences stated that they *definitely* intend to obtain one of these degrees. Half of the men and three-tenths of the women in the Health Sciences indicated that they *probably will* obtain or *definitely* intend to obtain a medical, dental, or veterinary degree.

Law Degree

About a tenth of the students expected to obtain a law degree. Five percent said they *definitely* intend to do so, and eight percent indicated that they *probably will* (Table 3.6). A quarter of the students reported that they *probably will not;* six-tenths said they *definitely do not* intend to do so.

Proportionately more men than women expected to obtain a law degree. Five percent of both the men and the women *definitely* intended to obtain a law degree, but more than twice as many men as women said they *probably will* (10 and 4 percent, respectively). Regular admissions and EOP students did not differ significantly in their intentions to obtain a law degree.

The majority of freshmen expressing an intention to obtain a law degree planned to major in the Social Sciences (Figure 3.1, Table 3.6); nearly two-fifths (37 percent) of the students in this Faculty reported that they *probably will* or *definitely* intend to do so, and men were twice as likely as women to expect a legal degree (53 and 25 percent, respectively). A quarter of the students in Management and a fifth of those undecided about a major reported that they *probably will* obtain or *definitely* intend to obtain a law degree.

Table 3.6 Intentions of Obtaining a Law Degree: By Sex, Admissions Groups, and Faculty

| GROUP | Definitely Not N | Definitely Not % | Probably Not N | Probably Not % | Probably Will N | Probably Will % | Definitely N | Definitely % |
|---|---|---|---|---|---|---|---|---|
| SEX[1] | | | | | | | | |
| Men | 607 | 56 | 308 | 28 | 111 | 10 | 55 | 5 |
| Women | 558 | 65 | 219 | 25 | 38 | 4 | 40 | 5 |
| ADMISSIONS GROUP | | | | | | | | |
| RA | 1052 | 60 | 481 | 27 | 135 | 8 | 79 | 4 |
| EOP | 113 | 59 | 46 | 24 | 14 | 7 | 16 | 8 |
| *TOTAL* | *1165* | *60* | *527* | *25* | *149* | *8* | *95* | *5* |
| FACULTY[2] | | | | | | | | |
| Health Sciences | | | | | | | | |
| Men | 75 | 66 | 34 | 30 | 3 | 3 | 1 | 1 |
| Women | 236 | 78 | 56 | 18 | 4 | 1 | 6 | 2 |
| *Total* | *311* | *75* | *90* | *22* | *7* | *2* | *7* | *2* |
| Mean | | | | | | | | 1.30 |
| Natural Sciences & Mathematics | | | | | | | | |
| Men | 177 | 65 | 84 | 31 | 7 | 3 | 2 | 1 |
| Women | 89 | 64 | 42 | 30 | 1 | 1 | 5 | 4 |
| *Total* | *266* | *65* | *126* | *31* | *8* | *2* | *7* | *2* |
| Mean | | | | | | | | 1.40 |
| Engineering & Applied Sciences | | | | | | | | |
| Men | 214 | 74 | 64 | 22 | 8 | 3 | 4 | 1 |
| Women | 28 | 82 | 6 | 18 | 0 | 0 | 0 | 0 |
| *Total* | *242* | *74* | *70* | *22* | *8* | *2* | *4* | *1* |
| Mean | | | | | | | | 1.30 |
| Social Sciences & Administration | | | | | | | | |
| Men | 33 | 25 | 26 | 20 | 42 | 32 | 27 | 21 |
| Women | 62 | 48 | 35 | 27 | 12 | 9 | 21 | 16 |
| *Total* | *95* | *37* | *61* | *23* | *54* | *21* | *48* | *18* |
| Mean | | | | | | | | 2.21 |
| Management | | | | | | | | |
| Men | 34 | 32 | 42 | 39 | 23 | 21 | 8 | 7 |
| Women | 33 | 60 | 16 | 29 | 6 | 11 | 0 | 0 |
| *Total* | *67* | *41* | *58* | *36* | *29* | *18* | *8* | *5* |
| Mean | | | | | | | | 1.86 |
| Arts & Letters | | | | | | | | |
| Men | 36 | 63 | 10 | 18 | 8 | 14 | 3 | 5 |
| Women | 48 | 64 | 19 | 25 | 6 | 8 | 2 | 3 |
| *Total* | *84* | *64* | *29* | *22* | *14* | *11* | *5* | *4* |
| Mean | | | | | | | | 1.55 |
| Educational Studies | | | | | | | | |
| Men | 5 | 71 | 2 | 29 | 0 | 0 | 0 | 0 |
| Women | 10 | 83 | 1 | 8 | 1 | 8 | 0 | 0 |
| *Total* | *15* | *79* | *3* | *16* | *1* | *5* | *0* | *0* |
| Mean | | | | | | | | 1.26 |
| Undecided | | | | | | | | |
| Men | 29 | 29 | 41 | 41 | 18 | 18 | 8 | 8 |
| Women | 46 | 47 | 37 | 38 | 8 | 8 | 4 | 4 |
| *Total* | *75* | *38* | *78* | *40* | *26* | *13* | *12* | *6* |
| Mean | | | | | | | | 1.87 |

Note. Statistical differences between the responses of men and women and between the responses of regular admissions and EOP students were analyzed by chi-square analysis. Statistical differences among the responses of the students in the various Faculties were analyzed by analysis of variance techniques. Mean responses for each Faculty were calculated according to the following scale: 1 = definitely not; 2 = probably not; 3 = probably will; 4 = definitely.

[1] Men and women differed significantly, $\chi^2$ (3) = 29.24, $p$ = .0001.

[2] Students in the various faculties differed significantly, $F$ = 44.07, $p$ = .0001.

POSTBACCALAUREATE DEGREE PLANS AT SUNY/B

The freshmen indicated whether or not they intended to obtain a degree beyond a baccalaureate at SUNY/B. An option was also available for them to indicate that they were not sure of their intentions. A quarter of the freshmen stated that they intended to obtain a postbaccalaureate degree at SUNY/B, a tenth reported that they would not, and two-thirds indicated that they were not sure.

Men and women differed significantly in their intentions of obtaining an advanced degree at SUNY/B; proportionately more men than women intended to do so. Twenty-five percent of the men stated that they intended to obtain a postbaccalaureate degree at SUNY/B, 8 percent did not intend to do so, and 67 percent were undecided. The corresponding percentages for women were 23, 13, and 64 percent. Regular admissions and EOP students did not differ significantly in their responses.

Intentions of obtaining postbaccalaureate degrees at SUNY/B were related to the Faculty affiliation of the students (Table 3.7). Students in Natural Sciences and Mathematics, Social Sciences and Administration, and Health Sciences, in general, expressed more interest than students in other faculties in obtaining postbaccalaureate degrees at SUNY/B. Students in Arts and Letters were the least expectant of obtaining such degrees at SUNY/B.

Students majoring in the Natural Sciences expressed the most interest in obtaining postbaccalaureate degrees at SUNY/B; a third reported that they intend to so so, seven percent said they would not, and three-fifths were not sure. A quarter of the students in the Social Sciences intended to obtain a postbaccalaureate degree at SUNY/B, six percent did not, and two-thirds were not sure. Students in the Health Sciences were also interested in obtaining postbaccalaureate degrees from SUNY/B. Three-tenths of the students in the Health Sciences intended to do so, 13 percent said no, and 57 percent were not sure.

Students majoring in Arts and Letters were, on the average, the least expectant of obtaining advanced degrees at SUNY/B. A tenth intended to do so, a quarter did not, and two-thirds were not sure.

Table 3.7 Intentions of Obtaining a Degree Beyond the Baccalaureate at SUNY/B: By Faculty

| FACULTY | No | | Yes | | Not Sure | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| **Health Sciences** | | | | | | |
| Men | 11 | 10 | 39 | 35 | 62 | 55 |
| Women | 44 | 15 | 82 | 27 | 177 | 58 |
| *Total* | *55* | *13* | *121* | *29* | *239* | *57* |
| **Natural Sciences & Mathematics** | | | | | | |
| Men | 18 | 7 | 85 | 31 | 169 | 62 |
| Women | 12 | 9 | 48 | 35 | 79 | 57 |
| *Total* | *30* | *7* | *133* | *32* | *248* | *60* |
| **Engineering & Applied Sciences** | | | | | | |
| Men | 28 | 10 | 59 | 20 | 203 | 70 |
| Women | 6 | 18 | 0 | 0 | 28 | 82 |
| *Total* | *34* | *10* | *59* | *18* | *231* | *71* |
| **Social Sciences and Administration** | | | | | | |
| Men | 5 | 4 | 34 | 26 | 91 | 70 |
| Women | 10 | 8 | 35 | 27 | 83 | 64 |
| *Total* | *15* | *6* | *69* | *27* | *174* | *67* |
| **School of Management** | | | | | | |
| Men | 7 | 7 | 20 | 19 | 80 | 75 |
| Women | 8 | 15 | 7 | 13 | 40 | 73 |
| *Total* | *15* | *9* | *27* | *17* | *120* | *74* |
| **Arts & Letters** | | | | | | |
| Men | 12 | 21 | 8 | 14 | 37 | 65 |
| Women | 18 | 24 | 7 | 9 | 50 | 67 |
| *Total* | *30* | *23* | *15* | *11* | *87* | *66* |
| **Educational Studies** | | | | | | |
| Men | 1 | 14 | 2 | 29 | 4 | 57 |
| Women | 1 | 8 | 2 | 17 | 9 | 75 |
| *Total* | *2* | *11* | *4* | *21* | *13* | *68* |
| **Undecided** | | | | | | |
| Men | 6 | 6 | 18 | 18 | 74 | 74 |
| Women | 9 | 9 | 12 | 12 | 76 | 78 |
| *Total* | *15* | *8* | *30* | *15* | *150* | *76* |

# CHAPTER IV

## ATTITUDES AND EXPECTATIONS

Students indicated their attitudes about attending college and specified their expectations of the SUNY/B faculty and administrators with whom they anticipated interactions during their first year.

### ATTITUDE ABOUT ATTENDING COLLEGE

The freshmen indicated which of four attitudes most closely described their attitude about attending college. The options provided were:

> *I really don't want to attend college, but I don't know what else I could do that would be more satisfactory;*
>
> *There is something else I would prefer to do, but I think college is necessary these days, so I will attend;*
>
> *I am looking forward to college - it may be tough, but the reward will be worth the effort. Everything considered, there is nothing else I would prefer doing;*
>
> *I am very enthusiastic about attending college.*

Most of the students had a very positive attitude about attending college. A fifth were *very enthusiastic* and seven-tenths were *looking forward to the experience.* Seven percent indicated that there was *something else that they would prefer to do, but were attending college because they thought it was necessary.* Three percent did not *really want to attend college, but did not know what else they would do that would be more*

*satisfactory.*

Women had a significantly more positive attitude about college than did men. A quarter of the women were *very enthusiastic about college attendance*; fewer than a fifth of the men (17 percent) expressed similar sentiments; seven-tenths of both the men and the women were *looking forward to the experience.* Proportionately fewer women than men (4 and 9 percent, respectively) indicated that college was a *necessity, but there was something else they preferred to do.* Similar percentages of both men and women (3 percent) *really did not want to attend college, but did not know what else they could do that would be more satisfactory.*

Regular admissions and EOP students did not differ significantly in their attitudes about college attendance.

Attitude and Faculty Affiliation

Students planning majors in the Faculties of Health Sciences, Natural Sciences and Mathematics, and Social Sciences and Administration had more positive attitudes about attending college than did students planning a major in one of the other Faculties (Table 4.1). Most of the students in the three Faculties cited (95, 93, and 91 percent, respectively) indicated that they were either *very enthusiastic* about college or *looking forward to the experience.* The corresponding percentages for students expecting majors in Management, in Engineering and Applied Sciences, Educational Studies, and Arts and Letters were 88, 88, 84, and 81, respectively. A third of the students expecting a major in Arts and Letters, the most of any Faculty, were *very enthusiastic about attending college.* Students undecided about a major field were the least positive about college attendance, only one-fifth reported that they were *very enthusiastic* about college while less than two-thirds (64 percent) were *looking forward to the experience.*

In each of the Faculties, women expressed noticeably more positive attitudes about attending college than did the men. The differences were most apparent in the Faculties of Arts and Letters and Educational Studies and among those undecided about a major. In the former, a third of both the men and women were *very enthusiastic about college*, but proportionately more women than men (51 and 45 percent, respectively) were *looking forward to college.* More men than women reported that there was *something else they*

Table 4.1 Attitudes about College Attendance

| FACULTY | Don't Want to Attend | | Something Else I Prefer | | Looking Forward | | Enthusiastic | |
|---|---|---|---|---|---|---|---|---|
| | N | %[1] | N | %[1] | N | %[1] | N | %[1] |
| **Health Sciences** | | | | | | | | |
| Men | 1 | 1 | 6 | 5 | 87 | 77 | 19 | 17 |
| Women | 4 | 1 | 10 | 3 | 234 | 77 | 54 | 18 |
| *Total* | *5* | *1* | *16* | *4* | *321* | *77* | *73* | *18* |
| **Natural Sciences & Mathematics** | | | | | | | | |
| Men | 6 | 2 | 17 | 6 | 198 | 73 | 51 | 19 |
| Women | 2 | 1 | 4 | 3 | 101 | 73 | 32 | 23 |
| *Total* | *8* | *2* | *21* | *5* | *299* | *73* | *83* | *20* |
| **Engineering & Applied Science** | | | | | | | | |
| Men | 4 | 1 | 32 | 11 | 217 | 75 | 37 | 13 |
| Women | 2 | 6 | 0 | 0 | 23 | 68 | 8 | 24 |
| *Total* | *6* | *2* | *32* | *10* | *240* | *74* | *45* | *14* |
| **Social Sciences & Administration** | | | | | | | | |
| Men | 3 | 2 | 10 | 8 | 85 | 65 | 32 | 25 |
| Women | 6 | 5 | 4 | 3 | 82 | 64 | 37 | 29 |
| *Total* | *9* | *3* | *14* | *5* | *167* | *64* | *69* | *27* |
| **Management** | | | | | | | | |
| Men | 2 | 2 | 12 | 11 | 81 | 76 | 12 | 11 |
| Women | 2 | 4 | 3 | 4 | 36 | 65 | 14 | 25 |
| *Total* | *4* | *2* | *14* | *9* | *117* | *72* | *26* | *16* |
| **Arts & Letters** | | | | | | | | |
| Men | 4 | 7 | 9 | 16 | 25 | 44 | 18 | 32 |
| Women | 3 | 4 | 7 | 9 | 38 | 51 | 26 | 35 |
| *Total* | *7* | *5* | *16* | *12* | *63* | *48* | *44* | *33* |
| **Educational Studies** | | | | | | | | |
| Men | 2 | 29 | 1 | 14 | 3 | 43 | 1 | 14 |
| Women | 0 | 0 | 0 | 0 | 8 | 67 | 4 | 33 |
| *Total* | *2* | *11* | *1* | *5* | *11* | *58* | *5* | *26* |
| **Undecided** | | | | | | | | |
| Men | 9 | 9 | 14 | 14 | 64 | 64 | 13 | 13 |
| Women | 7 | 7 | 5 | 5 | 63 | 65 | 22 | 23 |
| *Total* | *16* | *8* | *19* | *10* | *127* | *64* | *35* | *18* |
| TOTAL | 57 | 3 | 133 | 7 | 1345 | 69 | 380 | 19 |

[1] Percents are based on the number of men, women or students (men and women) in each Faculty.

*preferred to do* (16 and 9 percent, respectively) or that *they did not want to attend college* (7 and 4 percent, respectively).

Among those students undecided about a major field choice, a quarter of the women were *very enthusiastic about college* and two-thirds were *looking forward to college*. The corresponding percentages for men were 13 and 64. More men than women indicated that there was *something else they preferred to do* (14 and 5 percent, respectively) or that *they did not want to attend college* (9 and 7 percent, respectively).

The differences between men's and women's attitudes was even more apparent in the Faculty of Educational Studies. All 12 women expecting a major in that Faculty were either *looking forward to college* or were *very enthusiastic about attendance* but only 4 of the 7 men (57 percent) reported similar attitudes.

## EXPECTED CHARACTERISTICS OF FACULTY AND ADMINISTRATORS

The incoming freshmen reported their expectations of the SUNY/B faculty and administrators with whom they anticipated interacting during their first year. Ten statements describing specific attributes and behaviors, all positive, were presented to the freshmen, who reported the proportion of the SUNY/B faculty and administrators for whom they anticipated the characteristics would be descriptive (Table 4.2). Four options were provided: *fewer than 25 percent, 25-49 percent, 50-74 percent,* and *75 percent or more.*

With one exception, at least half the freshmen anticipated the behaviors to describe at least half the faculty and administrators. At least three-quarters of the freshmen indicated that each of three characteristics described at least half of the faculty and administrators with whom they expected to interact during the next year:

Knowledgeable about the subject taught

Fair

Communicate knowledge skillfully.

Knowledgeable about the subject taught was, by far, the characteristic expected to be descriptive of the most faculty and administrators. Two-thirds

of the freshmen anticipated this behavior to be descriptive of *three-quarters or more* of the faculty and administrators with whom they would interact. An additional quarter of the freshmen expected such behavior to describe *half to three-quarters* of the faculty and administrators.

The freshmen expected that, on the average, between half and three-quarters of the faculty and administrators with whom they would interact would be Fair. A quarter of the students expected *75 percent or more* of these university personnel to be Fair while half anticipated that adjective to be descriptive of *half to three-quarters* of the faculty and administration.

Six of the characteristics were reported by between half and three-quarters of the respondents to be descriptive of at least half the faculty and administrators:

Enthusiastic about the subject taught
Friendly
Open-minded
Challenge you to perform your best
Creative
Encourage student participation in class.

The characteristic expected to be descriptive of the fewest faculty and administrators was that they would be Interested in them as individuals. Seven-tenths of the respondents expected that fewer than half of the faculty and administrators would be Interested in them as individuals during their freshman year. Two-fifths thought such behavior would be descriptive of *fewer than a quarter* of the faculty or administrators, while a third expected *a quarter to a half* of the faculty and administrators to be Interested in them during their freshmen year.

Expected Characteristics by Faculty Affiliation

Significantly different expectations of faculty and administrators were reported by students in the various Faculties for only four of the characteristics (Table 4.2):

Knowledgeable about the subject taught
Communicate knowledge skillfully
Enthusiastic about the subject taught
Challenge you to perform your best.

Table 4.2 Description of Faculty and Administrators: By Faculty

| Description/Proportion | Health Sciences | | Natural Sciences | | Engineering & Applied Sciences | | Social Sciences | | Management | | Arts & Letters | | Educational Studies | | Undecided | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Knowledgeable about the subject taught | | | | | | | | | | | | | | | | | | |
| Fewer than 25% | 1 | <1 | 5 | 1 | 2 | 1 | 3 | 1 | 2 | 1 | 1 | 1 | 0 | 0 | 2 | 1 | 16 | 1 |
| 25 - 49% | 12 | 3 | 13 | 3 | 12 | 4 | 19 | 7 | 13 | 8 | 8 | 6 | 3 | 16 | 10 | 5 | 90 | 5 |
| 50 - 74% | 117 | 28 | 97 | 24 | 85 | 26 | 79 | 30 | 43 | 27 | 33 | 25 | 7 | 37 | 53 | 27 | 514 | 26 |
| 75% or more | 285 | 69 | 294 | 72 | 223 | 69 | 157 | 60 | 103 | 64 | 90 | 68 | 9 | 47 | 130 | 66 | 1291 | 66 |
| Fair | | | | | | | | | | | | | | | | | | |
| Fewer than 25% | 9 | 2 | 11 | 3 | 7 | 2 | 8 | 3 | 3 | 2 | 4 | 3 | 0 | 0 | 8 | 4 | 50 | 3 |
| 25 - 49% | 73 | 18 | 74 | 18 | 61 | 19 | 53 | 20 | 34 | 21 | 30 | 23 | 2 | 11 | 38 | 19 | 365 | 19 |
| 50 - 74% | 233 | 56 | 223 | 54 | 146 | 45 | 134 | 52 | 76 | 47 | 67 | 51 | 10 | 53 | 94 | 48 | 983 | 50 |
| 75% or more | 101 | 24 | 103 | 25 | 109 | 34 | 65 | 25 | 49 | 30 | 31 | 24 | 6 | 32 | 56 | 28 | 520 | 27 |
| Communicate knowledge skillfully | | | | | | | | | | | | | | | | | | |
| Fewer than 25% | 8 | 2 | 15 | 4 | 8 | 2 | 10 | 4 | 5 | 3 | 1 | 1 | 0 | 0 | 6 | 3 | 53 | 3 |
| 24 - 49% | 77 | 19 | 93 | 23 | 80 | 25 | 65 | 25 | 33 | 20 | 28 | 21 | 6 | 32 | 47 | 24 | 429 | 22 |
| 50 - 74% | 239 | 57 | 225 | 55 | 171 | 53 | 145 | 56 | 91 | 57 | 76 | 58 | 12 | 63 | 114 | 58 | 1073 | 55 |
| 75% or more | 90 | 22 | 78 | 19 | 64 | 20 | 38 | 15 | 32 | 20 | 27 | 21 | 1 | 5 | 29 | 15 | 359 | 18 |
| Enthusiastic about the subject taught | | | | | | | | | | | | | | | | | | |
| Fewer than 25% | 13 | 3 | 15 | 4 | 13 | 4 | 16 | 6 | 11 | 7 | 7 | 5 | 0 | 0 | 14 | 7 | 89 | 5 |
| 24 - 49% | 83 | 20 | 107 | 26 | 71 | 22 | 65 | 25 | 37 | 23 | 23 | 17 | 2 | 11 | 49 | 25 | 437 | 22 |
| 50 - 74% | 225 | 54 | 194 | 47 | 149 | 46 | 128 | 49 | 78 | 48 | 56 | 42 | 16 | 84 | 98 | 50 | 944 | 48 |
| 75% or more | 92 | 22 | 94 | 23 | 90 | 28 | 51 | 20 | 35 | 22 | 44 | 33 | 1 | 5 | 34 | 17 | 441 | 23 |
| Friendly | | | | | | | | | | | | | | | | | | |
| Fewer than 25% | 31 | 7 | 26 | 6 | 19 | 6 | 24 | 9 | 9 | 6 | 4 | 3 | 0 | 0 | 19 | 10 | 132 | 7 |
| 24 - 49% | 100 | 24 | 93 | 23 | 65 | 20 | 72 | 28 | 35 | 22 | 40 | 30 | 3 | 16 | 45 | 23 | 453 | 23 |
| 50 - 74% | 204 | 49 | 187 | 46 | 156 | 48 | 97 | 38 | 75 | 46 | 50 | 38 | 14 | 74 | 97 | 49 | 880 | 45 |
| 75% or more | 81 | 19 | 104 | 25 | 83 | 26 | 66 | 25 | 43 | 27 | 37 | 28 | 2 | 11 | 35 | 18 | 451 | 23 |

Table 4.2 (cont'd.) Description of Faculty and Administrators: By Faculty

| Description/Proportion | Health Sciences | | Natural Sciences | | Engineering & Applied Sciences | | Social Sciences | | Management | | Arts & Letters | | Educational Studies | | Undecided | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Open-minded | | | | | | | | | | | | | | | | | | |
| Fewer than 25% | 30 | 7 | 35 | 9 | 20 | 6 | 19 | 7 | 14 | 9 | 10 | 8 | 1 | 5 | 18 | 9 | 147 | 8 |
| 25 - 49% | 117 | 28 | 123 | 30 | 85 | 26 | 83 | 32 | 37 | 23 | 43 | 33 | 3 | 16 | 59 | 30 | 550 | 28 |
| 50 - 74% | 187 | 45 | 185 | 45 | 153 | 47 | 116 | 45 | 83 | 51 | 54 | 41 | 11 | 58 | 85 | 43 | 874 | 45 |
| 75% or more | 81 | 19 | 67 | 16 | 64 | 20 | 41 | 16 | 28 | 17 | 25 | 19 | 4 | 21 | 33 | 17 | 343 | 18 |
| Challenge you to perform your best | | | | | | | | | | | | | | | | | | |
| Fewer than 25% | 49 | 12 | 64 | 16 | 42 | 13 | 50 | 19 | 28 | 17 | 16 | 12 | 0 | 0 | 38 | 19 | 287 | 15 |
| 25 - 49% | 120 | 29 | 105 | 26 | 95 | 29 | 64 | 25 | 33 | 20 | 36 | 27 | 4 | 21 | 59 | 30 | 516 | 26 |
| 50 - 74% | 150 | 36 | 142 | 35 | 112 | 34 | 95 | 37 | 66 | 41 | 49 | 37 | 9 | 47 | 73 | 37 | 696 | 36 |
| 75% or more | 95 | 23 | 99 | 24 | 73 | 22 | 51 | 20 | 34 | 21 | 30 | 23 | 6 | 32 | 27 | 14 | 415 | 21 |
| Creative | | | | | | | | | | | | | | | | | | |
| Fewer than 25% | 45 | 11 | 51 | 12 | 33 | 10 | 34 | 13 | 19 | 12 | 17 | 13 | 1 | 5 | 24 | 12 | 224 | 12 |
| 25 - 49% | 129 | 31 | 163 | 40 | 111 | 34 | 97 | 37 | 56 | 35 | 44 | 33 | 2 | 11 | 72 | 37 | 674 | 35 |
| 50 - 74% | 173 | 42 | 141 | 34 | 133 | 41 | 94 | 36 | 66 | 41 | 45 | 34 | 13 | 68 | 74 | 38 | 739 | 38 |
| 75% or more | 69 | 17 | 55 | 13 | 45 | 14 | 34 | 13 | 21 | 13 | 26 | 20 | 3 | 16 | 26 | 13 | 279 | 14 |
| Encourage student participation in class | | | | | | | | | | | | | | | | | | |
| Fewer than 25% | 51 | 12 | 62 | 15 | 38 | 12 | 43 | 17 | 22 | 14 | 15 | 11 | 2 | 11 | 33 | 17 | 266 | 14 |
| 25 - 49% | 148 | 36 | 140 | 34 | 120 | 37 | 94 | 36 | 53 | 33 | 45 | 34 | 8 | 42 | 67 | 34 | 675 | 35 |
| 50 - 74% | 140 | 34 | 147 | 36 | 105 | 32 | 86 | 33 | 55 | 34 | 45 | 34 | 6 | 32 | 67 | 34 | 651 | 33 |
| 75% or more | 75 | 18 | 62 | 15 | 60 | 18 | 37 | 14 | 32 | 20 | 27 | 20 | 3 | 16 | 29 | 15 | 325 | 17 |
| Interested in you as an individual | | | | | | | | | | | | | | | | | | |
| Fewer than 25% | 154 | 37 | 168 | 41 | 113 | 35 | 108 | 42 | 56 | 35 | 49 | 37 | 6 | 32 | 85 | 43 | 739 | 38 |
| 25 - 49% | 146 | 35 | 142 | 35 | 108 | 33 | 85 | 33 | 56 | 35 | 45 | 34 | 5 | 26 | 69 | 35 | 656 | 34 |
| 50 - 74% | 84 | 20 | 76 | 19 | 72 | 22 | 52 | 20 | 41 | 25 | 28 | 21 | 5 | 26 | 29 | 15 | 387 | 20 |
| 75% or more | 29 | 7 | 24 | 6 | 30 | 9 | 14 | 5 | 9 | 6 | 10 | 8 | 3 | 16 | 14 | 7 | 133 | 7 |

Compared with students in the other Faculties, students expecting majors in the Social Sciences and Educational Studies expected smaller proportions of the faculty and administrators with whom they would interact to be Knowledgeable about the subject taught. Sixty percent of the students in the Social Sciences and about half (47 percent) of those in Educational Studies anticipated that *three-quarters or more* of the faculty and administrators with whom they expected to interact would be Knowledgeable about the subject taught. About a third of the students expecting majors in these Faculties indicated that they anticipated *between half and three-quarters* of the faculty and administrators to be Knowledgeable about the subject matter.

Three-quarters of the sample expected that *more than half* of the faculty and administrators would Communicate knowledge skillfully. Students expecting majors in the Health Sciences, Arts and Letters, or Educational Studies differed from the rest of the students regarding the applicability of this descriptive phrase. Eighty percent of the freshmen in the Health Sciences and in Arts and Letters expected more than half of the faculty and administrators to Communicate knowledge skillfully, while only two-thirds of those in Educational Studies expected that to be characteristic of more than half of their faculty and administrators.

Faculty-related differences relative to the Enthusiasm about the subject taught and the Challenge to perform your best were evident. Relative to the rest of the students, those majoring in the Faculty of Arts and Letters expected larger portions of the faculty and administrators to be Enthusiastic about the subject taught; a third of the students in that Faculty, compared with a quarter of the total respondents, expected *three-quarters or more* of their faculty and administrators to be Enthusiastic. Those undecided about a major expected fewer of their faculty and administrators to be Enthusiastic; only 17 percent of these students expected *three-quarters or more* to be so described.

Students majoring in Educational Studies anticipated more of the faculty and administrators to Challenge them to do their best than did the remaining freshmen, while students undecided about a major field choice expected smaller portions of these college personnel to be Challenging. While 60 percent of the sample expected *more than half* the faculty and administrators to be Challenging, 80 percent of the students in Educational Studies held that

expectation. Half of the students who were undecided about a major anticipated that half or more of the faculty and administrators would Challenge them to perform their best.

In summary, relative to students with majors in the other Faculties, freshmen in the Social Sciences expected fewer of their faculty and administrators during their freshmen year to Communicate their knowledge skillfully, while students in Arts and Letters felt that more of their faculty and administrators would be able to Communicate knowledge skillfully and be Enthusiastic about the subject taught. During their freshmen year, students in Educational Studies expected fewer of their faculty and administrators to be Knowledgeable about the subject taught and able to Communicate that knowledge skillfully, but they expected more of their faculty and administrators to Challenge them to perform their best. Respondents who were undecided about a major field choice expected that fewer of the faculty and administrators with whom they would interact would be Challenging or Enthusiastic about the subject taught.

# CHAPTER V

## IMPORTANCE OF CHARACTERISTICS OF A JOB OR CAREER

Freshmen indicated the degree of importance of 19 characteristics of their future jobs or careers (Table 5.1). Response options were on a four-point scale, ranging from *not important* to *very important*. Students were asked to respond even if they did not have a definite career choice.

Nearly half of the characteristics were indicated by three-quarters of the freshmen to be *moderately* or *very important* aspects of a job or career. The three characteristics most important to the freshmen were:

Opportunity to develop professional abilities or talents
Stimulation/Challenge
Opportunity to contribute to the welfare of others.

Seven-tenths of the sample reported Opportunity to develop professional abilities or talents to be *very important* and a quarter indicated it to be *moderately important*. Stimulation/Challenge and the Opportunity to contribute to the welfare of others were indicated by about three-fifths of the students (61 and 57 percent, respectively) to be *very important*, while three-tenths reported each to be *moderately important*.

Other job characteristics reported by at least three-quarters of the students to be *moderately* or *very important* were:

Working with people
Regular working hours/good fringe benefits/job security
Friendly associates
Opportunity to be creative
Opportunity to meet people with whom you might interact socially outside of work
Pleasant physical surroundings.

Working with little supervision and having an Opportunity to lead or direct others were also important aspects of a job. Both characteristics were indicated to be *very important* to a fifth of the students and *moderately important* to twice that many.

Table 5.1 Importance of Characteristics of a Job or Career

| CHARACTERISTIC | Degree of Importance: Not N | Not % | Slightly N | Slightly % | Moderately N | Moderately % | Very N | Very % | Mean[1] |
|---|---|---|---|---|---|---|---|---|---|
| Opportunity to develop professional abilities or talents | 14 | 1 | 79 | 4 | 478 | 25 | 1364 | 70 | 3.65 |
| Stimulation/Challenge | 17 | 1 | 111 | 6 | 630 | 32 | 1183 | 61 | 3.54 |
| Opportunity to contribute to the welfare of others | 42 | 2 | 169 | 9 | 609 | 31 | 1110 | 57 | 3.45 |
| Working with people | 55 | 3 | 204 | 10 | 592 | 30 | 1080 | 55 | 3.40 |
| Regular working hours/good fringe benefits/job security | 98 | 5 | 212 | 11 | 677 | 35 | 959 | 49 | 3.28 |
| Friendly associates | 43 | 2 | 229 | 12 | 886 | 45 | 786 | 40 | 3.24 |
| Opportunity to be creative | 96 | 5 | 375 | 19 | 633 | 32 | 832 | 43 | 3.13 |
| Opportunity to meet people with whom you might interact socially outside of work | 108 | 6 | 391 | 20 | 837 | 43 | 596 | 31 | 2.99 |
| Pleasant physical surroundings | 111 | 6 | 372 | 19 | 896 | 46 | 567 | 29 | 2.99 |
| Working with little supervision | 216 | 11 | 473 | 24 | 820 | 42 | 422 | 22 | 2.75 |
| Opportunity to lead or direct others | 231 | 12 | 502 | 26 | 771 | 40 | 431 | 22 | 2.72 |
| Working with concepts or abstract ideas | 251 | 13 | 578 | 30 | 654 | 34 | 453 | 23 | 2.68 |
| Income enough to live in luxury | 303 | 16 | 523 | 27 | 747 | 38 | 371 | 19 | 2.61 |
| Working with things or objects | 291 | 15 | 609 | 31 | 725 | 37 | 306 | 16 | 2.54 |
| Working with nature | 386 | 20 | 632 | 32 | 551 | 28 | 363 | 19 | 2.46 |
| Prestige | 478 | 25 | 593 | 30 | 641 | 33 | 231 | 12 | 2.32 |
| Working with culture/art | 525 | 27 | 705 | 36 | 422 | 22 | 285 | 15 | 2.24 |
| Explicit regulations and procedures | 572 | 29 | 612 | 31 | 567 | 29 | 195 | 10 | 2.20 |
| Working with data or files | 635 | 33 | 646 | 33 | 432 | 22 | 222 | 11 | 2.14 |

[1]Mean responses were calculated according to the following scale: 1 = not important; 2 = slightly important; 3 = moderately important; 4 = very important.

Of slightly less importance but still *moderately* or *very important* to over half the students were:

Working with concepts or abstract ideas

Income enough to live in luxury

Working with things or objects.

The remaining characteristics were *moderately* or *very important* to fewer than half of the sample:

Working with nature

Prestige

Working with culture/art

Explicit regulations and procedures.

The least important aspect, Working with data or files, was *moderately* or *very important* to a third of the freshmen.

Men and women differed significantly in the importance they attributed to 13 characteristics of a job or career (Table 5.2). The following characteristics were more important to women than to men:

Opportunity to develop professional abilities or talents

Stimulation/Challenge

Opportunity to contribute to the welfare of others

Working with people

Friendly associates

Working with culture/art.

Seven characteristics were more important to men than to women:

Regular working hours/good fringe benefits/job security

Pleasant physical surroundings

Working with little supervision

Working with concepts or abstract ideas

Income enough to live in luxury

Working with things or objects

Prestige.

Table 5.2 Importance of Characteristics of a Job or Career: By Sex and Admissions Groups

| CHARACTERISTIC | Sex | | | | Admissions Group | | | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Men | | Women | | RA | | EOP | | | |
| | M | SD | M | SD | M | SD | M | SD | M | SD |
| †Opportunity to develop professional abilities or talents | 3.59 | .64 | 3.73 | .51 | | | | | 3.65 | .59 |
| †Stimulation/Challenge | 3.47 | .68 | 3.62 | .59 | | | | | 3.54 | .65 |
| *†Opportunity to contribute to the welfare of others | 3.30 | .79 | 3.63 | .63 | 3.42 | .75 | 3.63 | .61 | 3.45 | .74 |
| †Working with people | 3.25 | .83 | 3.58 | .69 | | | | | 3.40 | .79 |
| *†Regular working hours/good fringe benefits/job security | 3.33 | .85 | 3.22 | .85 | 3.26 | .85 | 3.52 | .78 | 3.28 | .85 |
| †Friendly associates | 3.18 | .75 | 3.32 | .72 | | | | | 3.24 | .74 |
| Opportunity to be creative | | | | | | | | | 3.13 | .90 |
| Opportunity to meet people with whom you might interact socially outside of work | | | | | | | | | 2.99 | |
| *†Pleasant physical surroundings | 3.06 | .82 | 2.89 | .86 | 2.97 | .84 | 3.18 | .85 | 2.99 | .84 |
| †Working with little supervision | 2.83 | .92 | 2.65 | .92 | | | | | 2.75 | .92 |
| *Opportunity to lead or direct others | | | | | 2.70 | .94 | 2.98 | .89 | 2.72 | .94 |
| †Working with concepts or abstract ideas | 2.74 | .97 | 2.60 | .97 | | | | | 2.68 | .97 |
| *†Income enough to live in luxury | 2.79 | .95 | 2.38 | .94 | 2.58 | .96 | 2.87 | .96 | 2.61 | .96 |
| *†Working with things or objects | 2.62 | .92 | 2.44 | .93 | 2.52 | .93 | 2.75 | .95 | 2.54 | .93 |
| Working with nature | | | | | | | | | 2.46 | 1.01 |
| *†Prestige | 2.43 | .98 | 2.19 | .94 | 2.26 | .96 | 2.87 | .94 | 2.32 | .97 |
| *†Working with culture/art | 2.13 | .99 | 2.38 | 1.02 | 2.22 | 1.00 | 2.46 | 1.06 | 2.24 | 1.01 |
| *Explicit regulations and procedures | | | | | 2.12 | .95 | 2.90 | .94 | 2.20 | .97 |
| *Working with data or files | | | | | 2.07 | .98 | 2.66 | 1.05 | 2.14 | 1.00 |

Note: Mean responses were calculated according to the following scale: 1 = not important; 2 = slightly important; 3 = moderately important; 4 = very important. Statistical differences between the mean responses of men and women and between the responses of regular admissions and EOP students were analyzed by *t* tests.

† Men and women differed significantly.

* Regular admissions and EOP students differed significantly.

Regular admissions and EOP students differed significantly in the importance they attributed to 10 of the characteristics (Table 5.2). All 10 Characteristics were more important to the EOP students than to the regular admissions students:

Opportunity to contribute to the welfare of others
Regular working hours/good fringe benefits/job security
Pleasant physical surroundings
Opportunity to lead or direct others
Income enough to live in luxury
Working with things or objects
Prestige
Working with culture/art
Explicit regulations and procedures
Working with data or files.

## IMPORTANCE OF CHARACTERISTICS BY FACULTY AFFILIATION

The degree of importance attributed to each of the 19 characteristics of a job or career was analyzed by the Faculties in which the students expected to major (Figure 5.1, Table 5.3). Responses of students who were undecided about a major were included. For each Faculty, the characteristics of most importance and those of least importance to the students in that Faculty are indicated. Also specified for each Faculty are the characteristics that were of more (or less) importance to the students in that faculty than to students in <u>all</u> other Faculties. In addition, the characteristics that were of more (or less) importance to the students in that Faculty than to students in <u>most</u> other Faculties are noted. These are characteristics that were of more (or less) importance to students in that Faculty than to students in all except one or two of the other Faculties. Students in the various Faculties differed significantly in the mean degree of importance they attributed to all but one of the nineteen characteristics listed. The exception was Friendly associates.

Figure 5.1 Importance of Job Characteristics: By Faculty

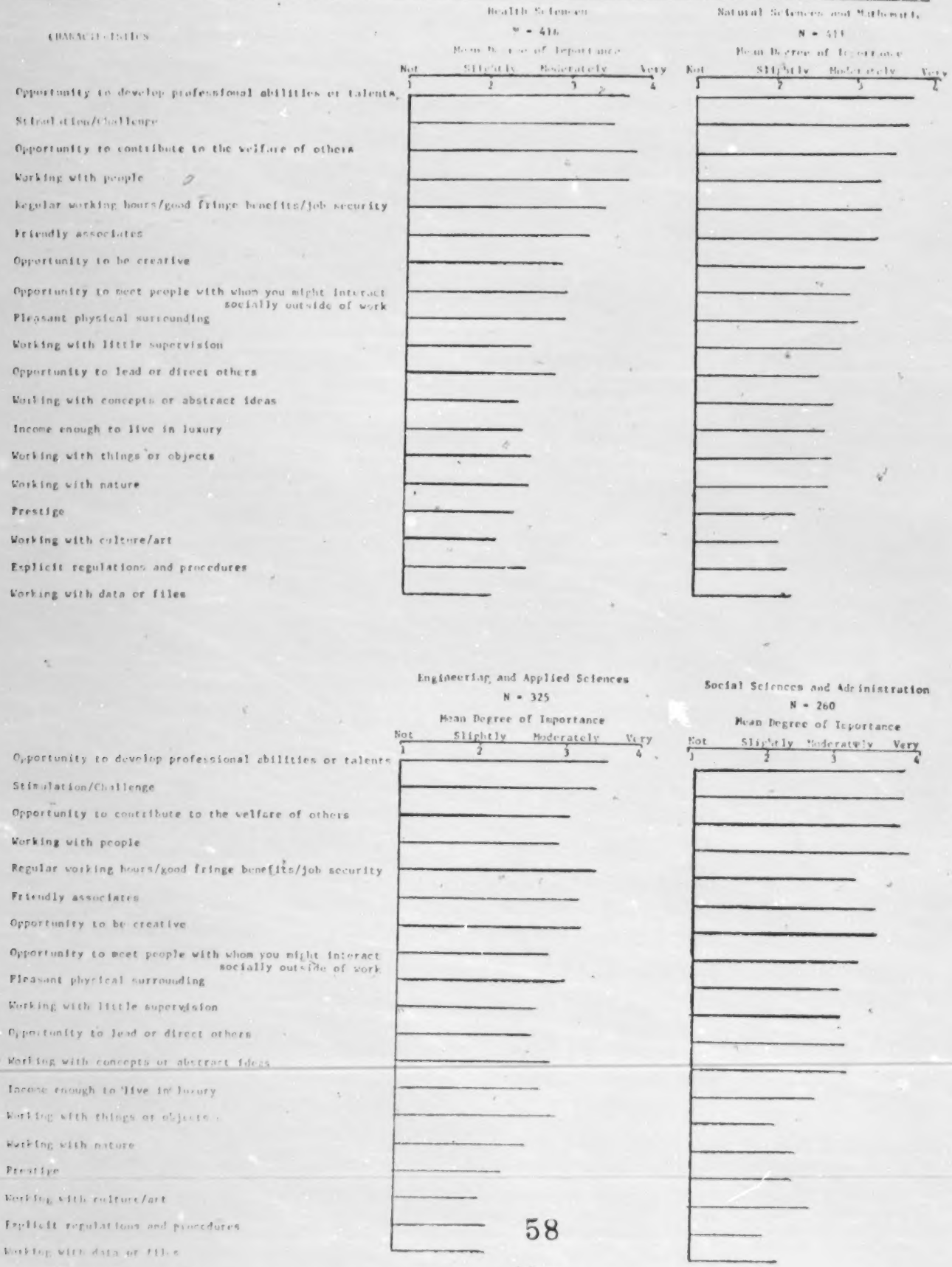
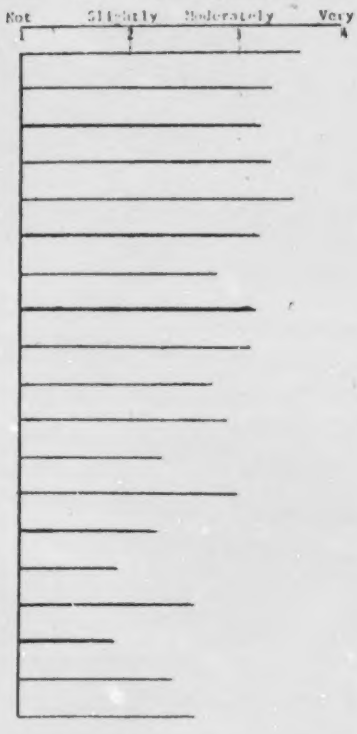

CHARACTERISTICS
Health Sciences
N = 416
Mean Degree of Importance
Not 1 Slightly 2 Moderately 3 Very 4
Natural Sciences and Mathematics
N = 414
Mean Degree of Importance
Not 1 Slightly 2 Moderately 3 Very 4
Opportunity to develop professional abilities or talents
Stimulation/Challenge
Opportunity to contribute to the welfare of others
Working with people
Regular working hours/good fringe benefits/job security
Friendly associates
Opportunity to be creative
Opportunity to meet people with whom you might interact socially outside of work
Pleasant physical surrounding
Working with little supervision
Opportunity to lead or direct others
Working with concepts or abstract ideas
Income enough to live in luxury
Working with things or objects
Working with nature
Prestige
Working with culture/art
Explicit regulations and procedures
Working with data or files
Engineering and Applied Sciences
N = 325
Mean Degree of Importance
Not 1 Slightly 2 Moderately 3 Very 4
Social Sciences and Administration
N = 260
Mean Degree of Importance
Not 1 Slightly 2 Moderately 3 Very 4
Opportunity to develop professional abilities or talents
Stimulation/Challenge
Opportunity to contribute to the welfare of others
Working with people
Regular working hours/good fringe benefits/job security
Friendly associates
Opportunity to be creative
Opportunity to meet people with whom you might interact socially outside of work
Pleasant physical surrounding
Working with little supervision
Opportunity to lead or direct others
Working with concepts or abstract ideas
Income enough to live in luxury
Working with things or objects
Working with nature
Prestige
Working with culture/art
Explicit regulations and procedures
Working with data or files

Figure 5.1 (Cont'd.)

School of Management

N = 162

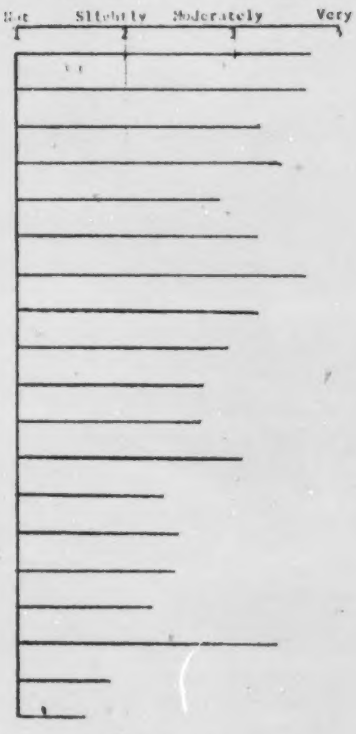
Mean Degree of Importance




Arts and Letters

N = 132

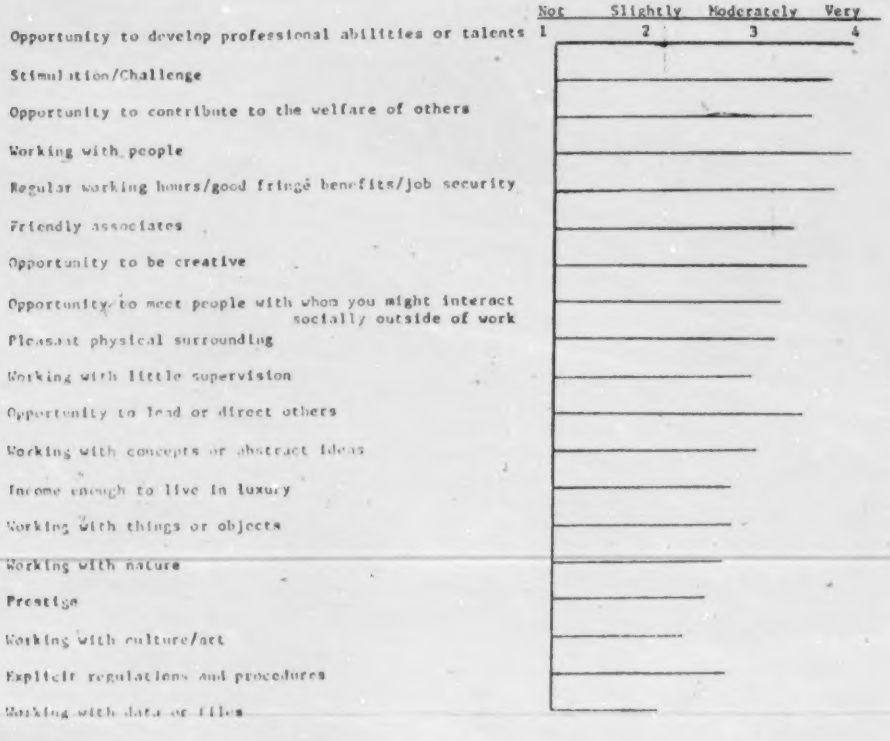
Mean Degree of Importance




Educational Studies

N = 19

Mean Degree of Importance




Undecided

N = 197

Mean Degree of Importance

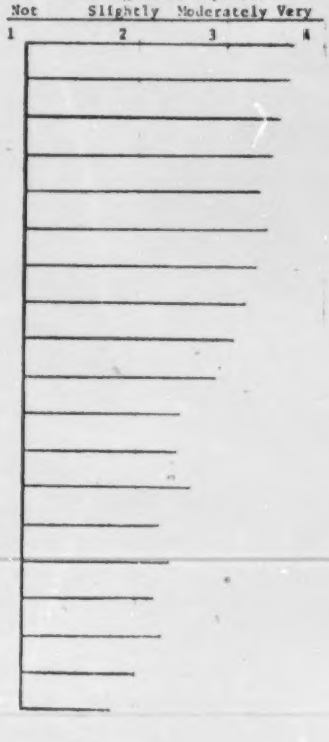


Table 5.5 Rank Order[1] of Importance of Job Characteristics: By Faculty

| CHARACTERISTICS[2] (listed in decreasing order of importance to total sample) | Health Sciences | Natural Sciences and Mathematics | Engineering and Applied Sciences | Social Sciences and Administration | School of Management | Arts and Letters | Educational Studies | Undecided |
|---|---|---|---|---|---|---|---|---|
| Opportunity to develop professional abilities or talents | 2 | 1 | 1 | 2 | 1 | $1^{+}$ | $1^{+*}$ | $1^{-*}$ |
| Stimulation/Challenge | 4 | $2^{+}$ | 2 | 3 | $3^{-*}$ | $2\frac{1}{2}^{+*}$ | 4 | 2 |
| Opportunity to contribute to the welfare of others | $1^{+*}$ | 3 | $6^{-*}$ | $4^{+}$ | $5^{-}$ | $6^{-}$ | 5 | 3 |
| Working with people | $3^{+}$ | $4\frac{1}{2}^{-}$ | $8^{-*}$ | $1^{+}$ | 4 | 4 | $2^{+*}$ | 4 |
| Regular working hours/good fringe benefits/ job security | 5 | $4\frac{1}{2}$ | 3 | $8^{-}$ | $2^{+}$ | $11^{-*}$ | $3^{+*}$ | 6 |
| Friendly associates | 6 | 6 | 5 | 6 | 6 | 7 | 8 | 5 |
| Opportunity to be creative | $9^{-}$ | 7 | 4 | $5^{+}$ | $11^{-*}$ | $2\frac{1}{2}^{+*}$ | $6^{+}$ | 7 |
| Opportunity to meet people with whom you might interact socially outside of work | 8 | $9^{-*}$ | $11^{-*}$ | 7 | $7^{+}$ | $8^{+*}$ | $9^{+}$ | 8 |
| Pleasant physical surrounding | 7 | 8 | $7^{+}$ | $11^{-}$ | $8^{+*}$ | 10 | 10 | 9 |
| Working with little supervision | $11^{-*}$ | 10 | 13 | 12 | 12 | 12 | 12 | 10 |
| Opportunity to lead or direct others | 10 | $15^{-}$ | 14 | 10 | $10^{+}$ | 13 | $7^{+*}$ | $12^{-*}$ |
| Working with concepts or abstract ideas | $16^{-}$ | $11\frac{1}{2}$ | $10^{+}$ | $9^{+}$ | $16^{-*}$ | $9^{+*}$ | 11 | 13 |
| Income enough to live in luxury | $15^{-}$ | 14 | $12^{+}$ | 13 | $9^{+*}$ | $16^{-*}$ | $13\frac{1}{2}$ | 11 |
| Working with things or objects | 12 | $11\frac{1}{2}^{+}$ | $9^{+*}$ | $17^{-*}$ | $17^{-}$ | 14 | $13\frac{1}{2}^{+}$ | $16^{-}$ |
| Working with nature | 14 | $13^{+*}$ | $15^{+}$ | $15^{-}$ | $18^{-*}$ | 15 | $16^{+}$ | 14 |
| Prestige | 17 | 16 | 16 | 16 | $14^{+*}$ | 17 | 17 | 17 |
| Working with culture/art | 18 | $19^{-}$ | $19^{-}$ | $14^{+}$ | $19^{-*}$ | $5^{+*}$ | 18 | 15 |
| Explicit regulations and procedures | $13^{*+}$ | 18 | 18 | $19^{-}$ | $15^{+}$ | $18^{-*}$ | $15^{+*}$ | $18^{-}$ |
| Working with data or files | 19 | $17^{+}$ | 17 | 18 | $13^{+*}$ | $19^{-*}$ | 19 | $19^{-}$ |

Note. Statistical differences among the responses of the students in the various Faculties were analyzed by analysis of variance techniques. Mean responses were calculated according to the following scale: 1 = not important; 2 = slightly important; 3 = moderately important; 4 = very important.

[1] The numbers in the table represent the rank ordering of the mean degree of importance of the characteristics within Faculties.

[2] Students in the various Faculties differed significantly in the importance they attributed to all but one of the characteristics, $F > 2.67$, $p < .007$, (the exception was Friendly associates).

$^{+*}$ This characteristic was of more importance to students in this Faculty than to students in all other Faculties.

$^{+}$ This characteristic was of more importance to students in this Faculty than to students in most other Faculties.

$^{-*}$ This characteristic was of less importance to students in this Faculty than to students in all other Faculties.

$^{-}$ This characteristic was of less importance to students in this Faculty than to students in most other Faculties.

Health Sciences

The career characteristics of most importance to students expecting a major in the Faculty of Health Sciences were Opportunity to contribute to the welfare of others, Opportunity to develop professional abilities or talents, and Working with people. The characteristics of least importance to these students were Prestige, Working with culture/art and Working with data or files.

Compared with students with majors in other Faculties, these students were more concerned than most with people. It was of more importance to them than to the students in all the other Faculties to have an Opportunity to contribute to the welfare of others, and it was of more importance to these students than to those in most of the other Faculties to work with people.

These students were more concerned than the students in all other Faculties with clearly-defined working conditions. It was of more importance to them than to those in most of the other Facilities to have Explicit regulations and procedures. It was of less importance to these students than to those in all other Faculties to Work with little supervision, and it was of less importance to these students than to those in most other Faculties to have an Opportunity to be creative.

These students were less concerned than students in most other Faculties with having Income enough to live in luxury and Working with concepts or abstract ideas.

Natural Sciences and Mathematics

Freshmen expecting a major in the Faculty of Natural Sciences and Mathematics indicated that the career characteristics most important to them were Opportunity to develop professional abilities or talents, Stimulation/Challenge, and Opportunity to contribute to the welfare of others. The characteristics of least importance to these students were Working with data or files, Explicit regulations and procedures, and Working with culture/art.

Responses also indicated that it was of more importance to students in this Faculty than to those in most of the other Faculties to Work with nature, things or objects, and data or files. Characteristics indicated

to be of less importance to these students than to those in most of the other Faculties were:

Working with people
Opportunity to meet people with whom you might interact socially outside of work
Opportunity to lead or direct others
Working with culture/art.

Engineering and Applied Sciences

The characteristics of most importance to students expecting a major in the Faculty of Engineering and Applied Sciences were Opportunity to develop professional abilities or talents, Stimulation/Challenge, and Regular working hours/good fringe benefits/job security. Characteristics indicated to be of least importance to students in this Faculty were Working with data or files, Explicit regulations and procedures, and Working with culture/art.

Compared with students in other Faculties, these students were much more interested in working with inanimate objects and concepts and much less concerned with working with people. Working with things or objects was of more importance to students in this Faculty than to students in any other Faculty, and it was of more importance to these students than to those in most other Faculties to Work with concepts or abstract ideas and to Work with nature. Having an Opportunity to contribute to the welfare of others and Working with people were moderately important to these students, but of less importance to these freshmen than to the students in any other Faculty. Having an Opportunity to meet people with whom you might interact socially outside of work was of less importance to these students than to those in any other Faculty.

Pleasant physical surrounding and Income enough to live in luxury were of more importance to the students in Engineering and Applied Sciences than to those in most other Faculties. Working with culture/art was of less importance to these students than to those in most of the other Faculties.

Social Sciences and Administration

The most important aspect of a career to students expecting a major in the Social Sciences was Working with people. It was also of importance for

them to have an Opportunity to develop professional abilities or talents, Stimulation/Challenge, and an Opportunity to contribute to the welfare of others. Characteristics of least importance to these individuals were working with things or objects, working with data or files, and Explicit regulations and procedures.

More important to students in the Social Sciences than to the students in most of the other Faculties were Working with people, having the Opportunity to contribute to the welfare of others, and Working with concepts or abstract ideas and with Culture/art. Of less importance to these students than to those in most other Faculties were:

Regular working hours/good fringe benefits/job security
Pleasant physical surroundings
Working with nature
Working with things or objects
Explicit regulations and procedures.

Management

Aspects of a career of most importance to students expecting to enter the School of Management were Opportunity to develop professional abilities or talents, Regular working hours/good fringe benefits/job security, and Stimulation/Challenge. The latter characteristic while of moderate importance to these students, was of less importance to them than to students in any other Faculty. The characteristics of least importance to these students were Working with things or objects, Working with nature, and Working with culture/art.

Traditional career aspects were generally of more importance to students in the School of Management than to students with majors in most other Faculties. Pleasant physical surroundings, Income enough to live in luxury, and Prestige were all considerably more important to students in the School of Management than to students in any of the other Faculties. Regular working hours/good fringe benefits/job security, Opportunity to lead or direct others, and Explicit regulations and procedures were of more importance to these students than to students in most other Faculties.

Regarding the specific aspects of the job, students in Management placed more importance on Working with data or files than did students in any other Faculty, and placed less importance on Working with concepts and

abstract ideas, Nature, and Culture/art than did the students in all other Faculties. An Opportunity to be creative was of less importance to these students than to those in any other Faculty. Compared with students in the other Faculties, these students attributed more importance than most to an Opportunity to meet people with whom you might interact socially outside of work, while placing less importance than most on having an Opportunity to contribute to the welfare of others.

Arts and Letters

Students expecting a major in the Faculty of Arts and Letters were very concerned with using their talents and developing their potential. Aspects of a career most important to them were an Opportunity to develop professional abilities or talents, an Opportunity to be creative, and Stimulation/Challenge. The latter two characteristics were of more importance to students in Arts and Letters than to students in all other Faculties. The characteristics of least importance to these students were Prestige, Explicit regulations and procedures, and Working with data or files.

It was of more importance to these students than to those in all other Faculties to work with Culture/art and with Concepts or abstract ideas and to have an Opportunity to meet people with whom they might interact socially outside of work. They were less concerned with the more conventional aspects of employment; of markedly less importance to them than to the students in all other Faculties were:

Regular working hours/good fringe benefits/job security
Income enough to live in luxury
Explicit regulations and procedures
Working with data or files.

Educational Studies

Students expecting a major in the Faculty of Educational Studies indicated that the career characteristics of most importance to them and of more importance to them than to students in all other Faculties were Opportunity to develop professional abilities or talents, Working with people, and Regular working hours/good fringe benefits/job security. The aspects of least importance were Prestige, Working with culture/art, and

Working with data or files.

These students were concerned with having a job that would allow them to interact with others. Working with people, as noted, was indicated to be of more importance to them than to students in any other Faculty. It was also of more importance to these students than to the students in any other Faculty to have an Opportunity to lead and direct others, and it was of more importance to these students than to those in most of the other Faculties to have an Opportunity to meet people with whom they might interact socially outside of work.

These students were more concerned than others with working with a broad range of ideas and materials. They considered it more important than did students in most of the other Faculties to Work with things or objects and with Nature. Students in this Faculty were also more concerned than those in most other Faculties with having an Opportunity to be creative, and they attributed more importance than did students in all other Faculties to having Regular working hours/good fringe benefits/job security.

It should be remembered that the above discussion is based on a relatively small number of responses. Only 19 freshmen indicated that they expected to major in the Faculty of Educational Studies. These majors were Business Education, Elementary Education, Physical Education, and Science Education. These students seemed to display a positive response bias. Over half of the characteristics were of more importance to the students in Educational Studies than to students in most of the other Faculties, and half of these were of more importance to these students than to students in any other Faculty.

Undecided

The importance given the various career characteristics by the students who were undecided about a major closely resembled the average responses of the sample (Table 5.2). Opportunity to develop professional abilities or talents, Stimulation/Challenge, and Opportunity to contribute to the welfare of others were the most important characteristics to these students. Opportunity to develop professional abilities or talents was however, of less importance to those undecided about a major than to those who were. Aspects of a career of least importance to these students were Prestige,

Explicit regulations and procedures, and Working with data or files.

These students placed less importance on having an Opportunity to lead or direct others than did those who had decided upon a major, and they were less concerned with Working with things or objects, Explicit regulations and procedures, and Working with data or files.

# CHAPTER VI

## SUMMARY

Nineteen hundred and fifty-one freshmen, 77 percent of the students entering SUNY/B as freshmen in the Fall semester of 1975, completed the 1975 COLLEGE STUDENT PERCEPTIONS SURVEY. They constitute the sample upon which this report is based. Their responses were analyzed by sex, admission group (regular admissions and Equal Opportunity Program (EOP)), and Faculty affiliation of their expected major.

Most of the freshmen had very positive attitudes about attending college; nine-tenths were either very enthusiastic about attending or were looking forward to the experience. Women had generally more positive attitudes about attending than did men. Regular admissions and EOP students did not differ significantly.

The incoming freshmen expected most of the faculty and administrators with whom they would interact during their first year to be knowledgeable, fair, and able to communicate their knowledge skillfully. At least half of the students expected at least fifty percent of the faculty and administrators to be: enthusiastic about the subject taught, friendly, open-minded, challenging, creative, and encouraging regarding student participation.

Students chose major fields primarily because of their interest in the area, confidence of their ability to do well, and the relevance of the area to their career plans. Three-quarters of the students were moderately or very certain that they would keep their major field choice.

The most important aspects of a career to these students were: the opportunity to develop professional abilities or talents, stimulation and challenge, and the opportunity to contribute to the welfare of others.

Nearly all the students intended to obtain a baccalaureate; however, a quarter of them were not sure that they would obtain that degree at SUNY/B. Seven-tenths of the students intended to obtain a master's degree; a third, a doctorate; a fifth, a medical, dental or veterinary degree; and a tenth, a law degree. Proportionately more men than women expected to

obtain a doctorate, a medical, dental or veterinary degree, or a law degree. A quarter of the students reported that they intended to obtain a postbaccalaureate degree at SUNY/B; a fifth were not sure. Regular admissions and EOP students did not differ significantly in their intentions of obtaining a baccalaureate or postbaccalaureate degree either at SUNY/B or elsewhere.

Analysis of the data by the Faculty affiliation of the majors selected by the students revealed noticeable differences among students in the certainty of their major field choices, the reasons for these choices, their degree plans, their attitudes about college attendance, and their expectations of the faculty and administration.

The major field choices were unevenly distributed among the seven Faculties: Health Sciences (21 percent), Natural Sciences and Mathematics (21 percent), Engineering and Applied Sciences (17 percent), Social Sciences and Administration (13 percent), School of Management (8 percent), Arts and Letters (7 percent), and Educational Studies (1 percent).

Half of the men expected majors in Engineering and Applied Sciences (27 percent) and Natural Sciences and Mathematics (25 percent). A third of the women expected to have majors in the Health Sciences; Natural Sciences and Mathematics and Social Sciences and Administration were each chosen by a sixth of the women. Proportionately more regular admissions students than EOP students expected majors in the Faculties of Natural Sciences and Mathematics and Engineering and Applied Sciences; proportionately more EOP than regular admissions students expected Majors in the Faculties of Health Sciences, and Arts and Letters, and in the School of Management.

Students expecting a major in the FACULTY OF HEALTH SCIENCES had the most positive attitudes about college attendance. They were also more certain than students in all but one of the other Faculties of their major field choice; women were much more certain than men. Job availability, work experience in the area and parental encouragement were more important reasons to these students than to those in most of the other Faculties for choosing a major.

Compared to students in other Faculties and to women in the same Faculty, men with majors in the Health Sciences were the least certain of their intentions to obtain a baccalaureate. Women with majors in the Health

Sciences, however, were the most positive about obtaining a baccalaureate at SUNY/B. Proportionately fewer students in this Faculty than in most others intended to obtain master's degrees. Proportionately more of the students in this Faculty than in most others, however, intended to obtain postbaccalaureate degrees at SUNY/B, and doctorates, and medical, dental, or veterinary degrees either at SUNY/B or elsewhere.

More of the students in this Faculty than in most of the others expected the faculty and administrators with whom they would interact to communicate their knowledge skillfully. Career characteristics of most importance to these students were: an opportunity to contribute to the welfare of others, an opportunity to develop professional abilities or talents, and working with people. It was of more importance to these students than to those in all other Faculties to have a career that would allow them to work in a clearly-defined situation.

Students expecting a major in the FACULTY OF NATURAL SCIENCES AND MATHEMATICS had more positive attitudes about attending college than did students in most of the other Faculties. Proportionately more of the students in this Faculty than in all others intended to obtain doctorates and medical, dental, or veterinary degrees and proportionately more intended to obtain a postbaccalaureate at SUNY/B.

These students indicated that it was important to them that a career provide them with opportunities for professional development, stimulation and challenge, and opportunity to contribute to the welfare of others.

Students planning a major in the FACULTY OF ENGINEERING AND APPLIED SCIENCES were more certain than students in all other Faculties of their major field choice. Job availability was of more importance to these students in their choice of a major than it was to students in most of the other Faculties. Work experience in the area and advice from a counselor or teacher were of less importance to these students than to those in other Faculties.

The career characteristics of most importance to these students were: an opportunity to develop professional abilities; stimulation and challenge; and regular working hours, good fringe benefits, and job security. Compared with students in other Faculties, these students were much more interested in working with inanimate objects and concepts and much less concerned

with working with people.

Students expecting to major in the FACULTY OF SOCIAL SCIENCES were less certain than students in all other Faculties of keeping their major field choice. Relevance of this major to their career, job availability, and prestige associated with the major were of less importance to these students in their choice of major than they were to students in most of the other Faculties.

These students had a more positive attitude about attending college than did students in most of the other Faculties. Proportionately more of the students in this Faculty than in all other Faculties intended to get master's and law degrees, and proportionately more of the students in this Faculty than in most of the other Faculties intended to obtain postbaccalaureate degrees at SUNY/B and doctorates, either at SUNY/B or elsewhere.

Compared with the students in most of the other Faculties, these students expected fewer of the faculty and administrators with whom they would interact to be knowledgeable about the subject taught. The most important aspect of a career to these students was working with people.

Men expecting a major in the SCHOOL OF MANAGEMENT were much more certain of their major choice than were women in the same school. Job availability and prestige associated with the major were of more importance to these students in their choice of a major than they were to students in all other Faculties. Interest in the area and the desire for an intellectual challenge were of less importance to these students than to students in most of the other Faculties.

Proportionately fewer of those in Management than in most of the other Faculties intended to obtain a master's degree; relatively more intended to obtain a law degree.

The aspect of a career of most importance to these students was the opportunity to develop their professional abilities or talents. The traditional aspects of a career were of more importance to these students than to those in most of the other Faculties. Pleasant physical surroundings, income enough to live in luxury, and prestige were all considerably more important to these students than to those in all other Faculties. Regular working hours, good fringe benefits, job security, opportunity to lead or direct others, and explicit regulations and procedures were of more importance

to these students than to those in most other faculties. It was of less importance to these students than to those in all other Faculties to have careers which would provide stimulation and challenge and an opportunity to be creative.

Students expecting a major in the FACULTY OF ARTS AND LETTERS indicated that work experience in the area was of more importance to them in their choice of a major than it was to students in most of the other Faculties. Relevance of the major to career plans, job availability, and prestige associated with the major, however, were of less importance.

Proportionately fewer students in this Faculty than in most others intended to obtain a baccalaureate at SUNY/B, or a master's degree at SUNY/B or elsewhere. Proportionately fewer students in this Faculty than in all others intended to obtain postbaccalaureate degrees at SUNY/B.

Compared with students in most other Faculties, those in Arts and Letters expected more of the faculty and administrators with whom they would interact to communicate knowledge skillfully and to be enthusiastic about the subject taught.

It was very important to these students that their career allow them opportunity to develop their potential and use their talents. It was of more importance to these students than to those in all other Faculties to work with culture and art and with concepts or abstract ideas. The conventional aspects of a career, regular working hours, good fringe benefits, job security, and income enough to live in luxury, were of less importance to these students than to those in other Faculties.

The nineteen students expecting a major in the FACULTY OF EDUCATIONAL STUDIES were relatively uncertain of their major field choice. Their reasons for making their major choice differed considerably from the others. Work experience in the area, advice from a counselor or teacher, and parental encouragement were more important to these students than to the students in most of the other Faculties. Interest in the area and relevance to career plans were of less importance to this group than to students in any other Faculty, and job availability and the desire for intellectual challenge were of less importance to these students than to students in most of the other Faculties.

The proportion of these students intending to obtain a baccalaureate

at SUNY/B was the smallest of all the Faculties. They did, however, express more interest than students in most other Faculties in obtaining a master's degree.

Compared with students in other Faculties, students in the Educational Studies expected more of the faculty and administrators with whom they would interact to challenge them to perform their best, but expected fewer of them to be knowledgeable about the subject taught or able to communicate their knowledge skillfully.

These students also indicated that it was important to them that their careers contribute to their professional development and allow them to interact with others.

Students who were UNDECIDED about their major field indicated that the relevancy of a major to their career plans, their work experience in the area, and parental encouragement would not be as important determinants in their choice of a major as they had been for most of the students decided about a major.

Proportionately more of these students than those in most of the Faculties intended to obtain a doctorate or law degree. Fewer, however, intended to obtain a baccalaureate at SUNY/B.

Relative to students in most of the Faculties, these students expected fewer of the faculty and administrators with whom they would be interacting to be enthusiastic about the subject taught or challenging them to do their best.

## COMMENTS

Entering freshmen were extremely optimistic in their expectations of the university. They were enthusiastic about attending and expected their faculty and the administrators to be bright, fair, and able to communicate their skills and knowledge to the students. The freshmen were nearly unanimous in their intentions of obtaining a baccalaureate. A great majority also intended to obtain a master's degree and substantial numbers planned to obtain other post-baccalaureate degrees.

Follow-up reports of contact with these students at various periods in their university experience may indicate in which areas and to what degree such optimism was justified.

Students differed markedly when grouped by the Faculty of their intended major. Noticeable differences were apparent among the students in their certainty of major field choices, the reasons for these choices, their degree plans, their attitudes about college attendance, and their expectations of the faculty and administrators.

Consideration of such group characteristics should provide useful information to faculty and administrators in each Faculty as well as students considering affiliation with particular Faculties. Identification of attitudes and expectations characteristic of students in each Faculty, and even department, can provide a basis for communication and cooperation with students and may be helpful in planning programs, courses, and instructional approaches.

# APPENDIX

Table A.1 Distribution of Expected Majors: By Sex and Admissions Groups

| MAJOR FIELD | Sex | | Admissions Group | | Total |
|---|---|---|---|---|---|
| | Men | Women | RA | EOP | |
| *Health Sciences* | | | | | |
| Biochemical Pharmacology | 1 | 4 | 5 | 0 | 5 |
| Biochemistry | 30 | 12 | 39 | 3 | 42 |
| Health Science Education | 9 | 13 | 21 | 1 | 22 |
| Medical Technology | 17 | 45 | 55 | 7 | 62 |
| Medicinal Chemistry | 8 | 7 | 14 | 1 | 15 |
| Nursing | 2 | 68 | 48 | 22 | 70 |
| Occupational Therapy | 6 | 30 | 32 | 4 | 36 |
| Pharmaceutics | 2 | 2 | 4 | 0 | 4 |
| Pharmacy | 28 | 47 | 69 | 6 | 75 |
| Physical Therapy | 8 | 74 | 76 | 6 | 82 |
| *Subtotal* | *111* | *302* | *363* | *50* | *413*[1] |
| *Natural Science and Mathematics* | | | | | |
| Biology | 151 | 78 | 221 | 8 | 229 |
| Chemistry | 40 | 13 | 53 | 0 | 53 |
| Computer Science | 21 | 11 | 32 | 0 | 32 |
| Geological Sciences | 4 | 3 | 7 | 0 | 7 |
| Mathematics | 33 | 25 | 56 | 2 | 58 |
| Mathematics-Economics | 6 | 3 | 9 | 0 | 9 |
| Physics and Astronomy | 16 | 4 | 19 | 1 | 20 |
| Statistics | 1 | 2 | 3 | 0 | 3 |
| *Subtotal* | *272* | *139* | *400* | *11* | *411* |
| *Engineering and Applied Sciences* | | | | | |
| Engineering | 291 | 34 | 307 | 18 | 325 |
| *Social Sciences and Administration* | | | | | |
| Anthropology | 5 | 7 | 11 | 1 | 12 |
| Black Studies | 2 | 0 | 0 | 2 | 2 |
| Economics | 10 | 0 | 10 | 0 | 10 |
| Geographics | 3 | 1 | 3 | 1 | 4 |
| History | 9 | 8 | 16 | 1 | 17 |
| Linguistics | 2 | 3 | 4 | 1 | 5 |
| Philosophy | 4 | 2 | 6 | 0 | 6 |
| Political Science | 52 | 19 | 66 | 5 | 71 |
| Psychology | 31 | 40 | 62 | 9 | 71 |
| Social Work | 2 | 31 | 31 | 2 | 33 |
| Sociology | 5 | 5 | 7 | 3 | 10 |
| Speech Communication (Speech Communication, Education, Pathology) | 4 | 13 | 17 | 0 | 17 |
| *Subtotal* | *129* | *129* | *233* | *25* | *258*[1] |

(Continued next page)

Table A.1 (Cont'd.) Distribution of Expected Majors:By Sex and Admissions Groups

| MAJOR FIELD | Sex | | Admissions Group | | Total |
|---|---|---|---|---|---|
| | Men | Women | RA | EOP | |
| *School of Management* | | | | | |
| Management (Business Administration) | 107 | 55 | 138 | 24 | 162 |
| *Arts and Letters* | | | | | |
| American Studies | 5 | 5 | 9 | 1 | 10 |
| Architectural and Environmental Design | 16 | 4 | 16 | 4 | 20 |
| Art (Art History, Studio Art Art Education, Fine Art) | 1 | 15 | 13 | 3 | 16 |
| Classics | 0 | 1 | 0 | 1 | 1 |
| English | 14 | 12 | 22 | 4 | 26 |
| French | 2 | 7 | 9 | 0 | 9 |
| German | 3 | 2 | 5 | 0 | 5 |
| Italian | 0 | 0 | 0 | 0 | 0 |
| Music (Music Education, History, Performance | 7 | 13 | 19 | 1 | 20 |
| Russian | 0 | 4 | 4 | 0 | 4 |
| Spanish | 2 | 3 | 3 | 2 | 5 |
| Theater | 3 | 9 | 9 | 3 | 12 |
| *Subtotal* | *53* | *75* | *109* | *19* | *128*[1] |
| *Educational Studies* | | | | | |
| Education (Business, Elementary, Physical, Science Education) | 7 | 12 | 13 | 6 | 19 |
| *Other* | | | | | |
| Special (Individualized) Major | 3 | 9 | 11 | 1 | 12 |
| Undecided | 100 | 97 | 168 | 29 | 197 |
| *Subtotal* | *103* | *106* | *179* | *30* | *209* |
| TOTAL | 1073 | 852 | 1742 | 183 | 1925 |

[1]Three of the Faculty totals do not match those in Table 2.1. Three students indicated that they expected a major in the Faculty of Health Sciences, but did not specify the major. Two students in the Faculty of Social Sciences and Administration and four in the Faculty of Arts and Letters indicated the Faculty of their major but did not specify the major.